

Challenges of Labour Market within World's Crisis

Cătălin Huidumac¹, Silvia Olaru², Silvia Elena Cristache³, Valentin Sorin Popescu⁴,
Lavinia Ștefania Țoțan⁵

¹*Academy of Economic Studies, Bucharest, catalin huidumac@yahoo.com*

²*"Spiru Haret", University, Bucharest, olarudelia@yahoo.com*

³*Academy of Economic Studies, Bucharest, csilvia@yahoo.com*

⁴*Academy of Economic Studies, Bucharest valentinsorin@yahoo.com*

⁵*Academy of Economic Studies, laviniatotan@yahoo.com*

Abstract. This paper tries to analyse the linkages between higher educational supply and labour market demands in Romania, in the context of these developments. The research is oriented especially on higher education because in a knowledge-based economy the future jobs will be associated with knowledge and information.

Key words: labour market, educational supply, labour demand

Introduction

With the mass education, the educational requirements have been less controlled by the state because they are addressed primarily to individuals, companies, NGOs and public institutions. It clearly goes to the university supported integrally by the state, at the university able to create and manage their own financing sources, and, also, to ensure their independence and autonomy of the university.

The state will participate in financing education less, returning entities listed this task. Training in the tertiary level becomes a good for consumption. Universities have changed their philosophy, mission, structures, rules and, last but not least, the technology and the methodology for teaching because the state, economic organizations, public institutions and universities have realized that education lasts throughout life, is a modality of linking with the dynamic world of today.

William K. Cummings says that "among the factors that eroded the stability of modern institutions, we can include new environmental and economic context known as" the winner takes all ". "As the modern state disappeared, just disappeared and its various institutions created for the modern citizen, including the providing of the public education and the social security's network of the welfare state"

First, we will present the actual situation of students and graduates from universities on regional level.

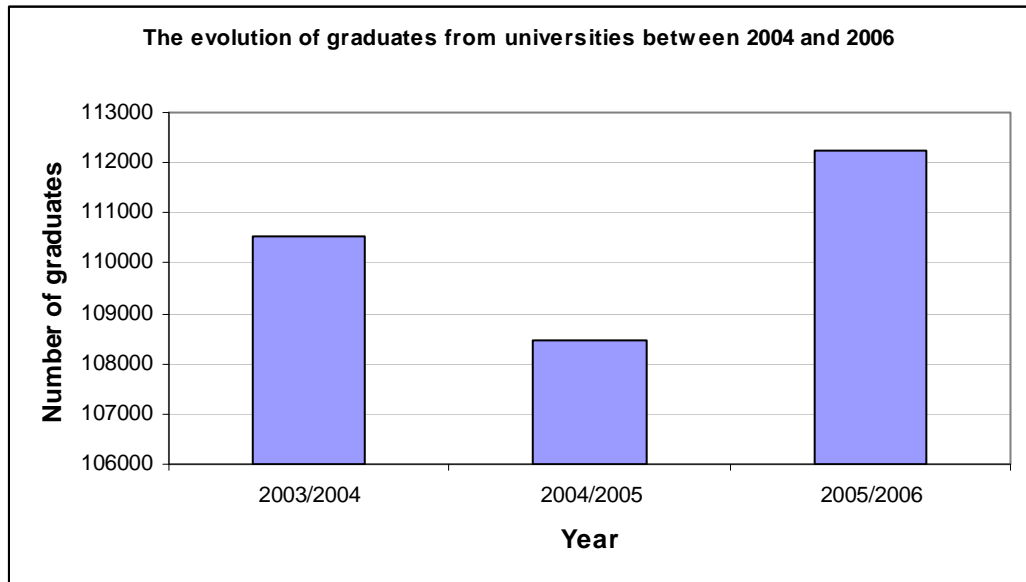


Figure 1. Source of data: EUROSTAT

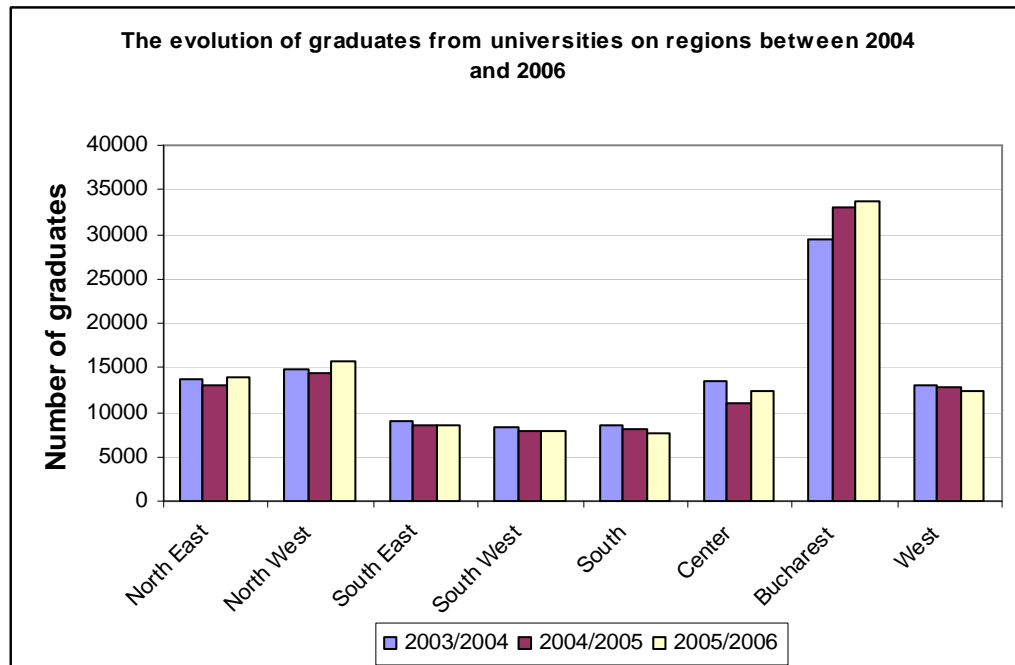


Figure 2. EUROSTAT

In recent decades, the role of universities began to change, passing from satisfying function the needs' function to the function of satisfying the productive systems, services and research society' needs. They gradually changed the role and position in the educational process.

From the stage at which the state financed the educational process and controlled the specific processes of the universities, it was possible to renounce at the controlling of the educational process policies and processes that control specific universities and it was interested to the quality of the educational system

Thus, in 2000 among the decision makers for the modern American curriculum at all levels was the first state with 44.6% and 35.7% with organizations, family with 5.3%, etc. Gradually, benefiting organizations of academic skills will require increasingly more to the universities for structure their programs in accordance with their needs.

Table 1

Activity, employment and unemployment rates by education levels, in Romania, in % (age group 15-64)

| Year | Activity Rate | | | Employment Rate | | | Unemployment Rate | | |
|-----------|---------------|------------|---------|-----------------|------------|---------|-------------------|------------|---------|
| | High (a) | Medium (b) | Low (c) | High (a) | Medium (b) | Low (c) | High (a) | Medium (b) | Low (c) |
| 2002 | 85.5 | 71.5 | 47.5 | 82.0 | 64.3 | 58.6 | 4.1 | 10.0 | 7.6 |
| 2003 | 84.4 | 70.9 | 47.1 | 81.5 | 65.1 | 58.7 | 3.4 | 8.2 | 7.1 |
| 2004 | 88.0 | 72.2 | 44.7 | 85.2 | 66.2 | 58.7 | 3.1 | 8.4 | 9.9 |
| 2005 | 87.4 | 69.5 | 43.1 | 84.0 | 63.8 | 57.6 | 3.9 | 8.1 | 8.0 |
| 2006 | 89.5 | 70.4 | 43.5 | 86.1 | 64.9 | 58.8 | 3.8 | 7.9 | 9.0 |
| 2007 | 88.4 | 68.7 | 44.1 | 85.8 | 63.9 | 58.8 | 3.0 | 6.9 | 8.6 |
| 2007/2002 | 2.9 | -2.8 | -3.4 | 3.8 | -0.4 | 0.2 | -1.1 | -3.1 | 1.0 |

Source: EUROSTAT

(a) Tertiary education - levels 5-6 (ISCED 1997)

(b) Upper secondary and post-secondary non-tertiary education - levels 3-4 (ISCED 1997)

(c) Pre-primary, primary and lower secondary education - levels 0-2 (ISCED 1997)

Conclusions

The main trends that we could see are the mass of the higher education, the decline of public funding, the increase of the demographic diversity, socioeconomic and cultural, demand for a permanent adult education, unprecedented development of information technologies and globalization of the higher education market.

Universities are part of the education systems. They finance in a different way from the essence of the place where it is; the English School (which derives from American and Indian schools, but also those in Hong Kong, Singapore and Malaysia) based on the principle of choice and informal networks enjoys of the high level for the community involvement and orientation to the training requirements dictated by the market, continental European schools (Germany, France, Russia, and then China, Indochina, Thailand and Indonesia) appear to be driven from top to base, put emphasis on planning and formal approaches and called on political forces to allocate resources.

From the university year 2004/2005, university education has been organised on the basis of study programmes on three study programmes, according to the schemes promoted by the Bologna Process. University studies are restructured, as follows: *undergraduate university studies*, *master's degree* and *PhD*. *Undergraduate university studies* have a normal duration of 3 years (with the exception of certain

fields, e.g. medical education). Undergraduate education offers large qualifications, different fields of study.

After 1990, the issue of quality of university education took a backseat in the higher education institutions, as they were preoccupied with extension, the increase in the number of students and specialties. Quality assurance was based on external mechanisms of accreditation and external evaluation carried out by the National Council for Academic Evaluation and Accreditation.

At least partially, the decrease of the quality level after 1990 in higher education institutions can be explained not only through the level of under-financing but also through the tendency of university to have an extensive development, to register as many students as possible in order to increase their incomes; the funds that they have available are extremely insufficient to allow them to enter a competition with European Universities that spend for the same university programmes about 10-15 more per student than Romanian Universities do.

At the level of higher universities, there are some issues that influence quality:

- There are gaps between the requested qualifications on the labour market and those provided by university education.
- The lack of university staff for the whole higher education system is in average of about 40%, although it can vary between 20 and 60% in different universities;
- University education continues to remain at the level of theory, without focusing enough on developing practical professional abilities etc.

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