

CURRENT SITUATION OF HUMAN RESOURCES IN ROMANIAN PRE-UNIVERSITY EDUCATION CONTEXT OF E.U INTEGRATION

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Abstract

The paper aims to present development of human resource in the process of accession to the European Union took into account the standards proposed by the European Union, as formulated at the level of principles and objectives, the Single European Act and the Treaty on European Union, including the Treaty Amsterdam, then the sequence of documents developed by the European Commission. It is expected that documents the evolution of education and training in the European Union around concepts such as: further education, knowledge society, knowledge - skills - competitiveness, globalization, discrimination and inequality etc. Around this concept formulated a strategy for workforce training to meet European standards and to escape from captivity regional. But this process of convergent evolution of the labor force for the European market has gone from multiple realities. One of these areas, with its own legacy in terms of human resources and how to perceive its specific educational objectives proposed by Europe was Romania. Knowing one of the toughest centralized systems, the labor market was absorbing all graduates of vocational education, high school and university, after 1989, Romania was confronted with a massive disturbance of the labor market. This dimension has been linked to a certain inadequacies supply training system Romanian, which itself on the one hand, a transformation natural caused by seclusion has been maintained for several years, on the other hand, in a process of adaptation to European standards.

Key words: *human resources, labor market, pre-university education, EU integration .*

JEL Classification: *A1, A 21, I 20, I 25, J 51*

I. INTRODUCTION

The road traveled by Romania at the time of signature of the Accession Treaty and by date has not been easy. Romania has transformed over, both as a state and as a society, all these years, the efforts to modernize, was significant. Education, economic development priority axis, adopted national strategies and programs for the development of human resources is often to follow the line pursued by the EU provisions. Development of human resources in the process of accession to the European Union took into account the standards proposed by the European Union, as formulated at the level of principles and objectives, the Single European Act and the Treaty on European Union, including the Treaty Amsterdam, then the sequence of documents developed by the European Commission. It is expected that have documents the evolution of education and training in the European Union around concepts such as: further education, knowledge society, knowledge - skills - competitiveness, globalization, discrimination and inequality etc. Around this concept formulated a strategy for workforce training to meet European standards and to escape from captivity regional. But this process of convergent evolution of the labor force for the European market has gone from multiple realities.

Along the time the number of persons employed in the Romanian pre-university education had oscillations, so increasing and decreasing. Under the stipulations of the Ministry of National Education shall be fixed jobs / departments teaching in secondary education, taking into account, as a priority, going teaching activity in the same classes or groups of students. The guiding principle of continuity especially after so: The Commission validates teaching staff mobility channel list / chairs vacant teaching / school units reserved communicate to the Administrative Council of the County School Inspectorate. After framing the holders of the jobs / departments and settled additions of basic teaching load is declaring positions / departments vacancies that are open to competition. The competition for teaching positions open in nature. The current legislation (Law 1/2011 Education Law) provides the conditions to be met for participation in the competition (Law no. 1/2011). Bodies involved in the smooth running of teaching and educational process at the central level is the Ministry of Education and local level are: the School, institutions dealing with providing the necessary teaching staff and non-teaching support staff. The local councils and county councils, the Ministry of National Education provides

optimal conditions for the activity of teaching material resources endowing, investment, renovation and modernization of equipment and operating personnel remuneration at individual school. Based on information received from the student census and taking into account all parameters legislative tuition plan is drawn up. Based on the framework plans, approved by Order of the Minister of Education, consists jobs / departments in secondary education.

II. THE HUMAN RESOURCES IN SECONDARY ROMANIAN EDUCATION

II.1 Share of herds of Romanian teachers in secondary education

According the data transmitted by INS in 2013-2014 school year the number of teachers had a slight increase of about 10% compared to the previous year.

Tabel 1. The structure of the the number of staff in secondary education, school year 2013/2014

Nivel învățământ	Personal didactic	Personal didactic auxiliar	Personal administrativ	Personal întreținere și operațional	Total personal	% personal didactic
Preșcolar	35433	2156	1409	15126	54124	65.47
Primar și gimnazial	125454	10631	2484	23395	161964	77.46
Liceal	56843	9798	2637	15588	84866	66.98
Profesional	142	16	0	15	173	82.08
Postliceal și de maistri	1933	272	297	213	2715	71.20
Total	219805	22873	6827	54337	303842	72.34

Source: Data calculated based on the information INS 2014

The data presented in the table can be evaluated as Ponte as highlighted in Figure 1.

The share of teaching staff involved in school education, levels of education

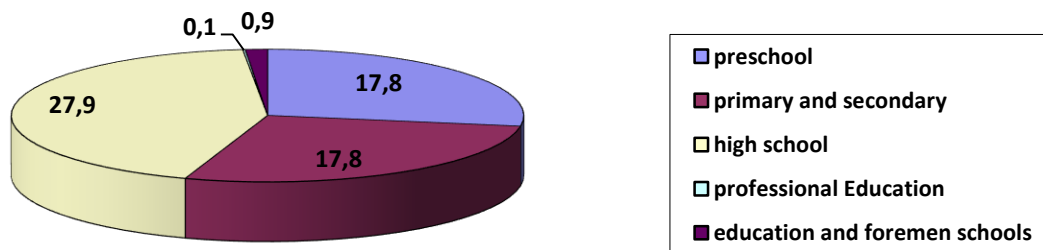


Figure 1 – The share of secondary education in the 2013-2014 school year, the level of education

The graphical representation is clearly observed that there is an increase in staffing in secondary education by 30% on the level of secondary education, 18% in preschool and reduced weights completion of professional education, post-secondary and foremen school. It is interesting observed much of didactic existent staff working in primary and secondary education. This is due primarily to introduce measures MECTS Class 0, reorganization of primary education and staff policy in the public sector. It is essential to fill the number of pre-university teaching staff is higher in urban than in rural areas.

II.2 The share of the student population in secondary Romanian education

The last time there was a decreasing number of students, and this is directly determined by demographic developments. According to INS estimates, gross birth rate has declined in recent years, which is below the indicator's value at EU level (in 2013, 9.3% - 10.2% in Romania and the European Union).

Tabel 2. The evolution of the student in secondary education

Nivel de învățământ		2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014
Preșcolar	Total	666123	673736	673641	581144	568217
	Urban	352857	364115	369962	324288	318963
	Rural	313266	309621	303679	256856	249254
Primar	Total	845679	828853	810126	931951	942747
	Urban	414547	410576	407984	485036	501520
	Rural	431132	418277	402142	446915	441227
-primar de masă	Total	839174	822620	803902	925259	935824
	Urban	408381	404679	402140	478714	494982
	Rural	430793	417941	401762	446545	440842
-primar special	Total	6505	6233	6224	6692	6923
	Urban	6166	5897	5844	6322	6538
	Rural	339	336	380	370	385
Gimnazial	Total	873997	862588	819280	812241	800507
	Urban	451433	444831	422467	418225	413352
	Rural	422564	417757	396813	394016	387155
-gimnazial de masă	Total	864194	852480	809339	802324	790276
	Urban	442272	435349	413199	408956	403715
	Rural	421922	417131	396140	393368	386561
-gimnazial special	Total	9803	10108	9941	9917	10231
	Urban	9161	9482	9268	9269	9637
	Rural	642	626	673	648	594
Liceu	Total	835343	864271	886521	829517	774335
	Urban	501650	492920	484086	445081	410197
	Rural	333693	371351	402435	384436	364138
Professional SAM	Total	115432	54531	12382	19732	26484
	Urban	51747	25348	6990	7064	8057
	Rural	63685	29183	5392	12668	18427
Postileal	Total	62538	69928	79396	92784	102555
	Urban	45835	52017	58326	64696	71341
	Rural	16703	17911	21060	28088	31214
Total	Total	3399112	3353907	3281336	3267369	3214845
	Urban	1818069	1789807	1749815	1744390	1723430
	Rural	1581043	1564100	1531521	1522979	1491415

Source: Data calculated based on the information INS 2014

The decrease in the student population in secondary education manifests itself differently depending on the level of education. It is apparent from the data submitted, an increase of children enrolled in grade 0 (6 years) which is determined by the provisions of the Education Law no.1 / 2011, and this increase is more evident in urban than in rural areas.

At the high school level is identified most pronounced downward trend in the number of students over the previous year (774 300 students, 55 thousand less than the previous year). Also, measures to revive vocational orientation led more students to this branch of study. Thus, in the 2013/2014 school year in vocational education were enrolled 26,400 students, 25.5% more than the previous year. The same trend is recorded in post-

secondary education: 102,500 students in 2013/2014 to 9700 more than the previous year. And this is well highlighted by Figure No. 2

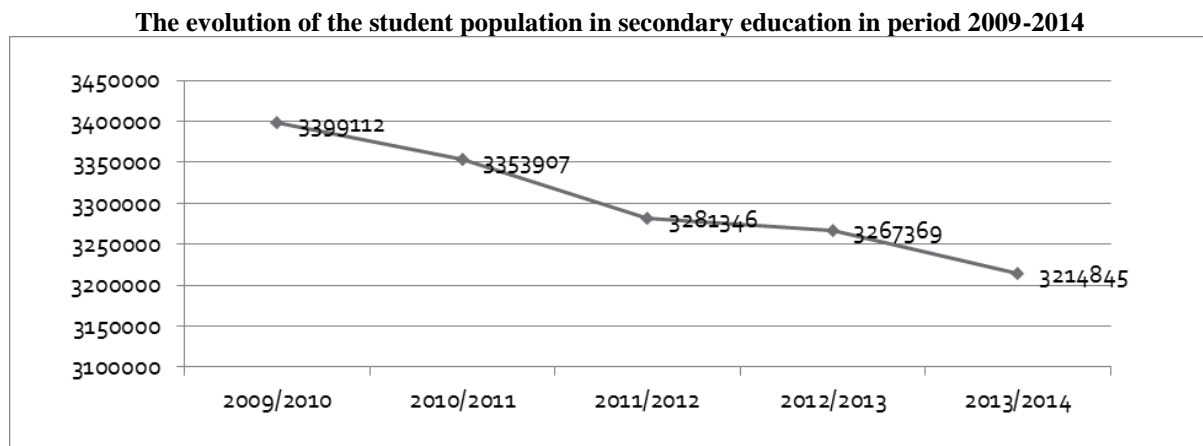


Figure 2 - The evolution of the student population in secondary education

III. CONCLUSION

The results of this research show the following situation: an important phenomenon leading to early school leaving by pupils is due primarily to labor migration of their parents. It was found that about 40% of the total number of those who have established their residence abroad in recent years are people aged between 30 and 39 years. The situation can be considered as a potential factor of danger for children who remain in the country because in most cases, they are left unattended by the family during adolescence, a period that is considered to be the most difficult in the psychological development of minors. This shows that Romania ranks last in Europe in terms of participation in education of young people aged 15-24 years. Only 41.9% of these young people participating in some form of education (compared to 64.5% - Lithuania, 63.4% - Poland, 62.7% - Slovenia) which have catastrophic consequences on the preparedness of the force for work.

From demographic point of view, the consequences of migration, both temporary and that of the final material. The tendency to remain permanently in the destination countries is well known and leads to considerable losses among the population. This lost of a weakening in economic growth or even decline in economic activity. According to recent studies it can be concluded that international mobility is greater among people who have the appropriate age for work. Consequently, emigration countries face an accelerated aging of their populations. The human factor is the most important source of growth, growth rates are expected to be lower in the remaining native country. Most of those emigrating are young, and their share is growing, so claims that emigration can affect the age groups with high fertility, thus reducing the potential for newborns in Romania.

A different dramatic result leading to reduced number of human resources involved in the education system is very bad pay system (in 2005 a new teacher entered the system had 58.2% of the gross average salary per economy and reaching to overcome only after obtaining the degree II and 40 Occupation of 17) and lower social prestige of the teaching staff have dramatically reduced interest in teaching careers. Demographic decline to result in a surplus of 50 000 teachers, 80% of them occurring in the secondary school.

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