

ASPECTS OF YOUTH EDUCATION IN THE CONTEXT OF EMPLOYMENT IN ROMANIA

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ABSTRACT

Demographic trends have effects both for the current period and especially for the coming periods. The economic outcomes and the employment rate are influenced. Thus, it is considered that decreasing the share of the young population in the total population may have consequences in terms of employment. In order to verify these issues, the article presents an analysis of the youth labour market. At the same time, the educational level has a major influence on the economic environment. The proportion of the employed population with higher education provides information on the quality of jobs. Also, creating jobs that require a high level of education can lead to better job quality. At the same time, people with a low level of education have difficulty in getting jobs. From this point of view, it is important for young people to have skills that are in line with the requirements of the labour market. Anticipating skills needs can improve access to training. Because education influences the quality of life, the article presents an analysis of graduates' education levels and the share of participation in vocational education and training programs.

KEYWORDS: *education, employment, youth, workforce*

1. INTRODUCTION

In the last ten years, in various countries of the European Union, measures have been taken to improve both basic skills and digital and entrepreneurial skills. Investments in language learning have also been made and initiatives have been put in place to support young people's motivation to embrace a career in science.

Thus, closer ties have been made between scientific education and the arts. These interventions aim at increasing the motivation of young people for careers in the fields of science, technology, engineering and mathematics.

Interpersonal and communication skills as well as essential cognitive skills can be developed through non-formal and informal learning. Here we can frame critical thinking, analytical skills, creativity, problem solving, and resilience. These skills allow an easy transition of young people to adulthood and professional life.

If young people benefit from practical entrepreneurial experiences during the schooling, they will acquire entrepreneurial skills and initiative spirit and develop their creative spirit.

The learning process can be enriched by implementing measures to enable partnerships between different levels of education and between different actors in the field of education and training as well as in the labour market.

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Romania is implementing a competence-based curriculum. Thus, teacher training plans are being developed to teach the modernized curriculum. However, the share of low-performing pupils in basic skills remains one of the largest in the European Union (European Commission, 2017).

In September 2015, the member countries of the United Nations agreed that education and lifelong learning are considered as the main engines of progress for sustainable development goals.

In addition to climate change, sustainable consumption and environmental protection, sustainable development objectives also address education and employment.

It is considered that the right to quality education is a fundamental human right, and education is a public good. Also, providing education is a collective responsibility of the government, families, communities, civil society organizations and the private sector.

Policies, plans and interventions aimed at achieving the sustainable development objective of education need to be integrated with other sectoral policies and actions. The engagement of this objective in national policies and realities requires the involvement of a wide range of partners. These partnerships must take into account the principles of open and participatory political dialogue, as well as mutual accountability and transparency.

To increase transparency and ensure good governance in delivering and implementing education policies, families and communities are involved in supporting the sustainability objective.

At the same time, enhancing the efficiency of providing education services, measures to increase responsibility for schools and communities should be implemented.

Thus, to achieve global educational goals, it is necessary to involve a wide range of actors - politicians, ministry staff, community leaders, school officials, parents and students themselves. The real progress of the sustainable education development target will require substantial changes at national, sub-national and local levels (Benavot and Naidoo, 2018).

Concerning employment, an important indicator is given by the occupancy rate by age group and residence area. Figures 1 and 2 show the evolution of the employment rate for the ages of 15-19 years, 20-24 years, 25-29 years and 30-34 years for the rural environment, respectively for the urban environment, in Romania.

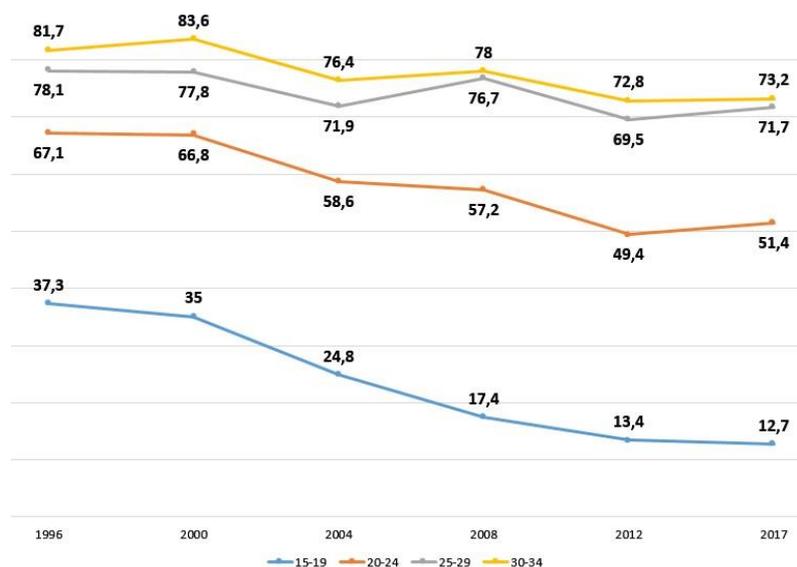


Figure 1. Employment rate for age groups 15-19 years, 20-24 years, 25-29 years and 30-34 years for rural areas

Source: Made by the authors based on data published on website of the NIS, 2018.

Figure 1 shows the decreasing trend of values for all four age groups. The employment rate is higher for people in the 30-34 age group.

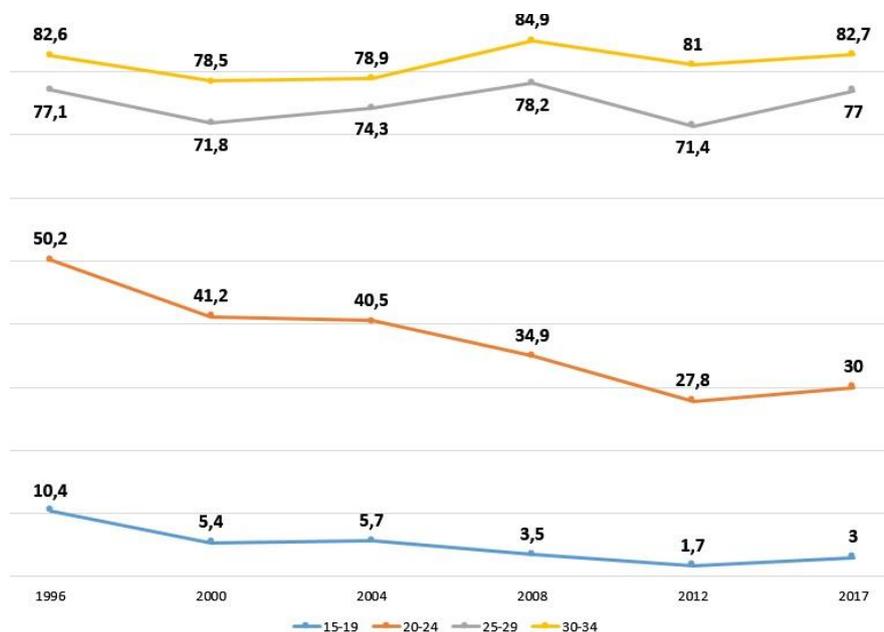


Figure 2. Employment rate for 15-19 year olds, 20-24 years, 25-29 years and 30-34 years for urban environment

Source: Made by the authors based on data published on website of the NIS, 2018.

Figure 2 shows that in the urban area, for the age groups 25-29 and 30-34 years, the employment rate has an increasing trend.

Figures 3 and 4 show the rate of occupancy rate for age groups 15-19 years, 20-24 years, 25-29 years and 30-34 years for male and female persons.

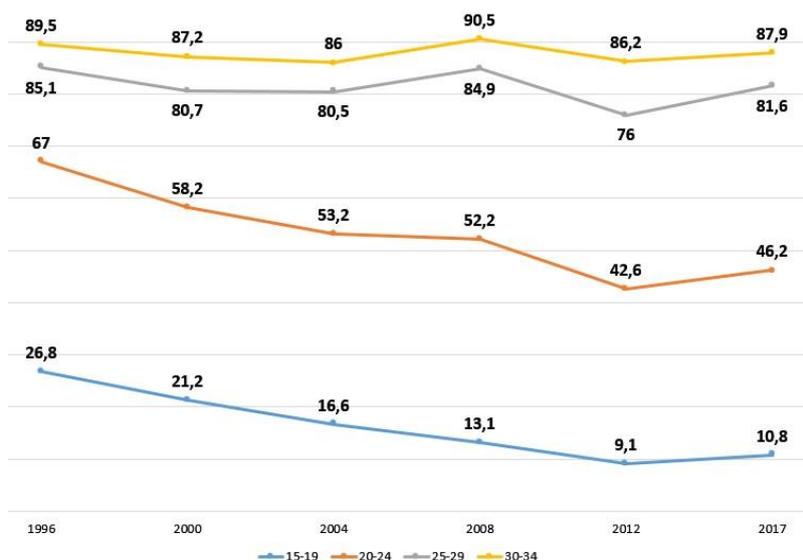


Figure 3. Employment rate for age groups 15-19 years, 20-24 years, 25-29 years and 30-34 years for male

Source: Made by the authors based on data published on website of the NIS, 2018.

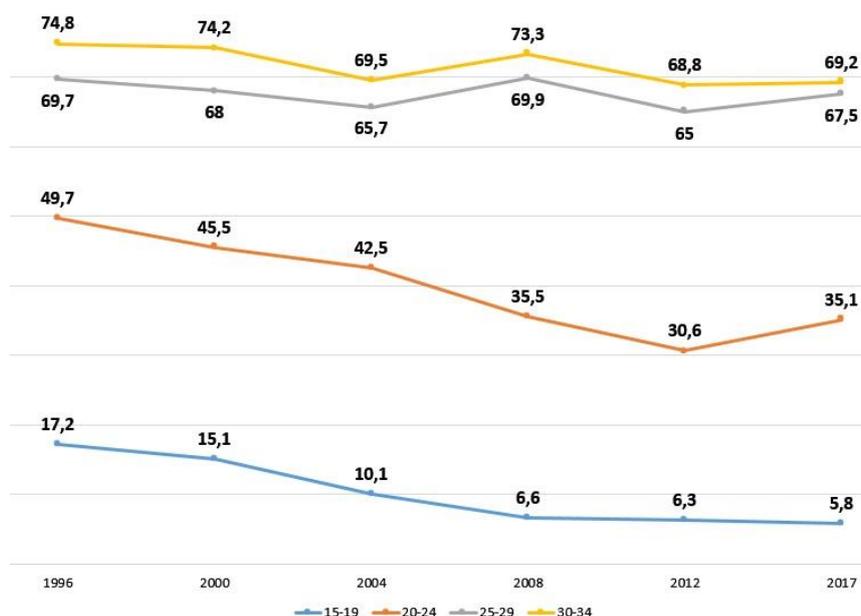


Figure 4. Employment rate for age groups 15-19 years, 20-24 years, 25-29 years and 30-34 years, for female

Source: Made by the authors based on data published on website of the NIS, 2018.

Figures 3 and 4 show that for all age groups the male employment rate is higher than that for females. Table 1 shows occupancy rates for development regions corresponding to year 2017 for age groups 15-24 and 25-34 years for both male and female, but also for the environment urban and rural areas.

Table 1. Occupancy rates corresponding to year 2017

Regions	15 - 24 years				25 - 34 years			
	Male	Female	Urban	Rural	Male	Female	Urban	Rural
Total	28,4	20,4	17,1	31,1	84,8	68,4	79,8	72,5
Northwest	26,2	18,9	15,5	29,1	88,5	72,6	83,7	76,3
Center	22,1	12,1	14,4	20,2	82,9	67,6	82,3	65,6
North East	38	28,7	19	41,3	88,4	71,6	80,5	80,6
South East	28,5	16,8	17,5	27,4	81,5	54,4	71,9	64,8
South-Muntenia	31,6	23,4	20,5	31,5	82,3	64,3	78,9	70,4
Bucharest-Ilfov	22	21,9	21,6	23,7	90,2	83,5	87,6	78
South -West								
Oltenia	30,5	18,8	14,3	33,4	79	59,9	70,5	69,5
West	15,9	15,5	11,5	21,2	80,8	60	69	74,1

Source: Made by the authors based on data published on website of the NIS, 2018.

From the data presented in the previous table, it is noted that for the 25-34 age group the highest employment rates are recorded in Bucharest-Ilfov Region. Also, male employment rates are higher than those for females.

Table 2 presents a comparative situation for the labour force participation indicator by gender and residence area.

Table 2. Labour force participation by gender and residence area

Categories of population and rates	Sex	urban and rural areas	1997	2007	2017
			Thousands persons	Thousands persons	Thousands persons
Economically active population	Total	Total	11472	9987	9120
-	-	Urban	5533	5423	4994
-	-	Rural	5939	4564	4126
-	Male	Total	6216	5598	5184
-	Female	Total	5256	4389	3936
Employed population	Total	Total	10807	9353	8671
-	-	Urban	5072	5011	4769
-	-	Rural	5735	4342	3902
-	Male	Total	5873	5193	4894
-	Female	Total	4934	4160	3777
Non-economically active population	Total	Total	10562	11020	10539
-	-	Urban	6206	6163	5562
-	-	Rural	4356	4857	4977
-	Male	Total	4577	4632	4409
-	Female	Total	5985	6388	6130

Source: Made by the authors based on data published on website of the NIS, 2018.

The comparison of the data presented for 1997, 2007 and 2017 shows a decrease in the economically active population, from 11472 thousand persons, in 1997 to 9120 thousand persons in 2017. The trend of decrease is also observed for the employed population.

Table 3. Active population by age group, sex and residence area, for 2017

	15 - 19 years	20 - 24 years	25 - 29 years	30 - 34 years
Total	122876	516263	1032984	1074424
Urban	26221	190903	629687	669052
Rural	96655	325360	403297	405372
Male	77440	301629	593337	624473
Female	45437	214634	439646	449952

Source: Made by the authors based on data published on website of the NIS, 2018.

From the data presented in Table 3, it can be noticed that for the ages of 15-19 years and 20-24 years, the active population is more numerous in rural areas.

Regarding the employed population, Table 4 shows the situation for the 15-19 age group, 20-24 years, 25-29 years and 30-34 years, by gender and residence area.

Table 4. Population occupied by age group, sex and residence area for the year 2017

	15 - 19 years	20 - 24 years	25 - 29 years	30 - 34 years
Total	89696	432352	954519	1024042
Urban	14547	157377	582275	641870
Rural	75149	274975	372244	382172
Male	59262	251162	538963	588372
Female	30434	181190	415556	435670

Source: Made by the authors based on data published on website of the NIS, 2018.

The data provided shows that the employed population, as well as the active population, is more numerous in rural areas, for the ages of 15-19 years and 20-24 years.

Vocational education and training systems based on the dual system have an institutionalized link with the labour market. Thus, educational programs are directly linked to the production process, goods and services. In these cases, the transition from education and training to work is better.

Educational structures and regional labour market conditions can lead to early labour integration (Kleinert et al., 2018).

Table 5 shows the distribution of the occupied population for the 15-24 age group and 25-34 years of age according to the level of training, gender and residence environment.

Table 5. Population occupied by level of training, sex and residence area, for the year 2017

Educational Level	Age Group	Sex	2017 Persons	2017 Persons	Urban And Rural Areas
Tertiary	15 - 24 Years	Total	45815	45815	Total
-	-	Male	18217	30868	Urban
-	-	Female	27598	14947	Rural
-	25 - 34 Years	Total	592476	592476	Total
-	-	Male	276105	521285	Urban
-	-	Female	316372	71191	Rural
Post High School Specialty Or Technical Foremen	15 - 24 Years	Total	7294	7294	Total
-	-	Male	2077	5690	Urban
-	-	Female	5217	1604	Rural
-	25 - 34 Years	Total	54612	54612	Total
-	-	Male	19266	42458	Urban
-	-	Female	35345	12154	Rural
High School	15 - 24 Years	Total	250746	250746	Total

Educational Level	Age Group	Sex	2017 Persons	2017 Persons	Urban And Rural Areas
-	-	Male	142969	99370	Urban
-	-	Female	107777	151376	Rural
-	25 - 34 Years	Total	779198	779198	Total
-	-	Male	460997	490055	Urban
-	-	Female	318201	289143	Rural
Vocational, Complementary Or Apprenticeship	15 - 24 Years	Total	46375	46375	Total
-	-	Male	33622	10539	Urban
-	-	Female	12752	35835	Rural
-	25 - 34 Years	Total	187643	187643	Total
-	-	Male	132722	82263	Urban
-	-	Female	54921	105381	Rural
Gymnasium	15 - 24 Years	Total	142083	142083	Total
-	-	Male	92280	18023	Urban
-	-	Female	49803	124061	Rural
-	25 - 34 Years	Total	323600	323600	Total
-	-	Male	209027	78391	Urban
-	-	Female	114573	245210	Rural
Primary	15 - 24 Years	Total	27244	27244	Total
-	-	Male	18926	6735	Urban
-	-	Female	8318	20509	Rural
-	25 - 34 Years	Total	33811	33811	Total
-	-	Male	24522	7889	Urban
-	-	Female	9289	25922	Rural
No Education	15 - 24 Years	Total	2491	2491	Total
-	-	Male	2332	698	Urban
-	-	Female	159	1792	Rural
-	25 - 34 Years	Total	7221	7221	Total
-	-	Male	4697	1805	Urban
-	-	Female	2525	5417	Rural

Source: Made by the authors based on data published on website of the NIS, 2018.

From the data presented, it is observed that for the age group 25-34 years, female occupationally-educated graduates are more numerous than the male employed graduates of higher education. Also, for the 15-24 age group, the number of people employed in rural areas is higher than the number of people employed in the urban area.

Especially among young people, digital technology is becoming more and more important for everyday life. However, many young people tend to be consumers rather than technology creators. As far as technical skills are concerned, it is considered that the creativity factor is of increasing importance for a career in digital technology (Wong and Kemp, 2018).

Figures 5 and 6 show the activity-based population, for age groups 15-24 and ages 25-34.

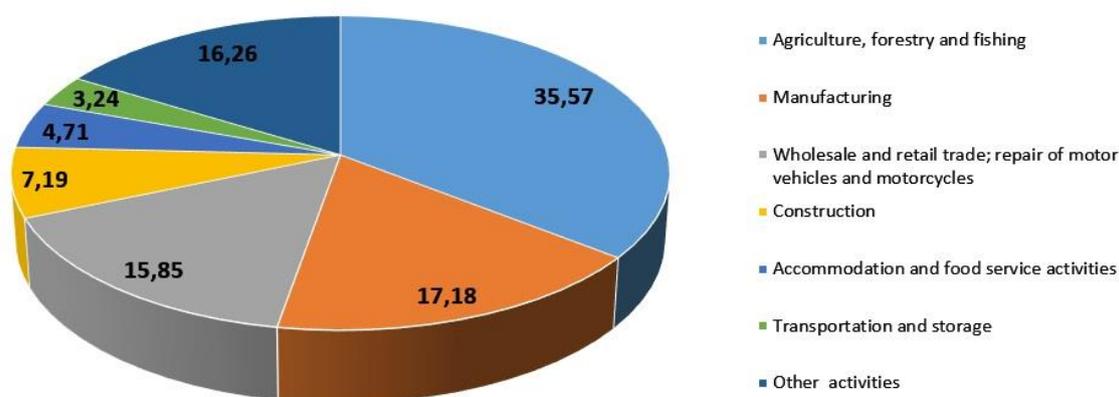


Figure 5. Activity-based population for the 15-24 age group

Source: Made by the authors based on data published on website of the NIS, 2018.

For the 15-24 age group, we observe that the employed population is mainly active in agriculture, forestry and fishing (35.57%), manufacturing (17.18%), and whole and retail trade (15.85%).

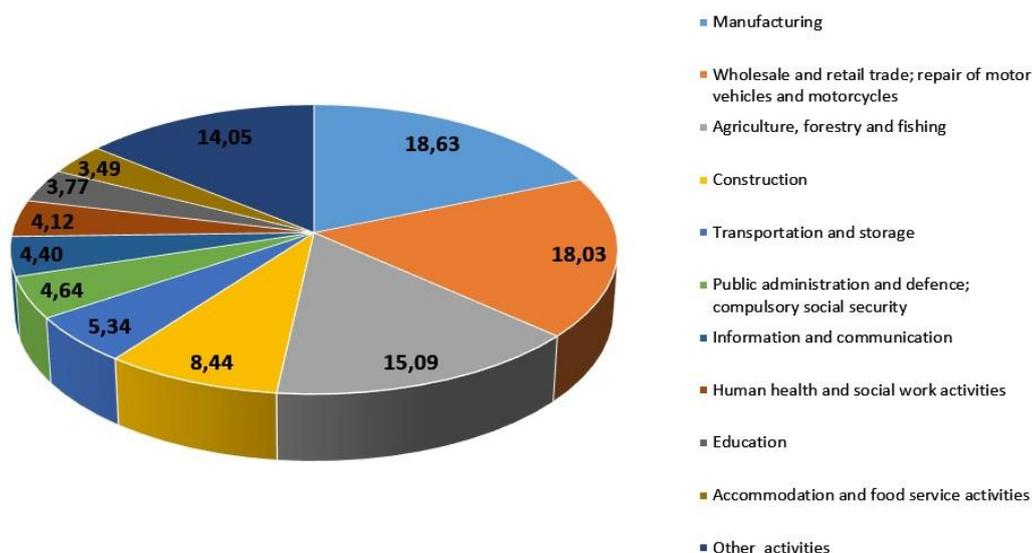


Figure 6. Population by activity, for the age group 25-34 years

Source: Made by the authors based on data published on website of the NIS, 2018.

For the 25-34 age group, we observe that the employed population is mainly in manufacturing (18.63%), whole and retail (18.03%), agriculture, forestry and fishing (15.09%), respectively construction (8.44%).

Particular attention is paid to quality assurance. Thus, in order to promote the European dimension in higher education, it is intended to develop comparable criteria and methodologies to allow the implementation of mobility programs as well as integrated study, training and research programs.

Thus, a quality education can be reflected in the performances of students and graduates. Thus, the existence of a high percentage of qualified employees can lead to an increase in the performance of the labour market (Vintilă et al., 2017).

CONCLUSIONS

In Romania, higher education is increasingly relevant to the labour market. However, the share of graduates is the lowest in the European Union.

Also, even if there is a need to update skills, adult participation in lifelong learning is at a much lower level.

Educational policies are considered to be needed to support academic teacher education, improve the quality of student interaction, and improve cooperation between different levels of education (Smidt, 2018).

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