ASPECTS OF THE TRANSITION FROM EDUCATION TO WORK IN THE EUROPEAN UNION

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ABSTRACT
The level of education of the population of a community can influence the application of measures to support the performance of public administration activities. Thus, if the population has basic digital skills, then the implementation of digitized public services becomes easier. In this sense, the article analyzes the degree to which basic software skills are possessed by the population of the European Union member countries. The participation of the population in vocational education and training programs contributes to the acquisition of the skills necessary for the challenges of the labor market. Thus, the participation rate of young people in education and training is analyzed. At the same time, considering that the abandonment of education and professional training programs negatively influences the professional activity of individuals, the article presents an analysis of this indicator.

KEYWORDS: *education and training, work.*

1. INTRODUCTION

It is believed that most of the development opportunities occur in urban areas (Profiroiu, Rădulescu & Burlacu, 2019). The higher level of productivity, as well as the rate at which new jobs can be created, means that economic growth occurs in urban areas (Profiroiu et al., 2020a; Burlacu et al., 2020; Sarbu et al., 2021). People with high levels of education can more easily deal with critical situations that can affect the activity of companies (Bran et al., 2018).
The degree of employability increases as the level of education is higher (Angheluta et al., 2021). The increase in the degree of complexity of the tasks performed by a person makes training one of the solutions that must be chosen (Profiroiu et al., 2020b). Also, a high managerial performance is based on the use of artificial intelligence (Rădulescu et al., 2018a).
Public investments in individuals' skills help increase their chances of success in life (Burlacu et al., 2021). It is also considered that the capacity for professional insertion can be improved with the help of this measure (Angheluta et al., 2021b).
In addition to acquiring new skills, increasing the number of people in the labor market makes the workforce more productive (Radulescu et al., 2020). Completing knowledge and skills after entering the labor market may encounter certain obstacles. For many people the costs of attending training programs, as well as time constraints, can be such obstacles. After graduation and entering the labor market, individuals may also face obstacles such as family responsibilities. The distance from the location of the training program combined with the lack of support from the employer can also be obstacles to people's intention to improve (Burlacu et al., 2018).
Over time, skills lose their relevance (Burlacu, 2011). People who do not have the opportunity to complete training programs risk remaining with low levels of skills (Androniceanu & Burlacu, 2017). However, in non-formal and informal productive processes, people acquire skills (Burlacu &

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Jiroveanu, 2012). The recognition and validation of these skills would enable employees to develop professionally (Rădulescu et al., 2018b).
Thus, the employment rate is one of the indicators that are influenced by the acquisition of new skills (Ladaru et al., 2022). Education and training programs can show their importance, especially in terms of updating professional skills (Cedefop, 2018).
Even if, when taking a job, young graduates show inconsistencies between the skills they possess and the skills the labor market requires, investments in education can lead to the disappearance of these inconsistencies (European Commission, 2018). Changes at the level of individuals and communities can also be due to changes in the field of education. Thus, reducing inequities can be a consequence of acquiring new skills (OECD, 2019).

2. RESULTS AND DISCUSSIONS

The digitization process leads to changes in the labor market, but also in terms of population mobility. Thus, software skills are important from this point of view. Higher level digital skills positively influence employability (Angheluță et al., 2020).
The following table presents the comparative situation of the shares in which different categories of individuals in the age group 25-64 years have basic software skills.

Table 1. The comparative situation of the shares in which different categories of individuals in the 25-64 age group have basic software skills, for the period 2015-2019

Countries	Employees, self-employed or family workers		Unemployed		In the labour force (employed and unemployed)		Retired or not in the labour force (excluding students)	
	2015	2019	2015	2019	2015	2019	2015	2019
European Union	22	22	20	20	22	22	17	19
Belgium	28	24	29	17	28	24	23	24
Bulgaria	19	19	8	7	17	17	8	9
Czechia	33	40	24	30	33	39	23	37
Denmark	20	17	26	10	20	17	24	17
Germany	24	24	28	29	25	25	28	31
Estonia	22	23	23	20	22	23	21	21
Ireland	16	14	14	13	16	13	14	14
Greece	27	26	29	29	28	27	13	17
Spain	18	18	19	19	18	18	15	16
France	22	21	23	25	22	21	18	17
Croatia	15	18	10	10	13	16	8	12
Italy	17	15	15	14	16	15	11	10
Cyprus	27	19	23	20	27	19	13	6
Latvia	24	17	16	12	23	17	17	15
Lithuania	22	26	17	26	21	26	14	23
Luxembourg	17	22	23	24	17	22	37	32
Hungary	29	22	19	12	28	22	21	16
Malta	15	13	18	:	15	14	12	11
Netherlands	22	25	32	39	23	25	31	32
Austria	23	19	25	15	23	19	24	24
Poland	26	24	17	17	25	24	12	13
Portugal	15	16	13	14	14	16	10	9
Romania	16	23	11	14	16	23	7	16

Countries	Employees, self-employed or family workers		Unemployed		In the labour force (employed and unemployed)		Retired or not in the labour force (excluding students)	
	2015	2019	2015	2019	2015	2019	2015	2019
Slovenia	19	19	18	19	18	19	9	11
Slovakia	28	29	26	27	28	28	14	18
Finland	25	23	28	22	25	23	29	36
Sweden	37	23	37	25	37	23	23	30

Source: processing according to data published by Eurostat, 2022

For member countries, values differ from country to country. In 2019, for all 4 categories of individuals for which the analysis was carried out, Czechia has the highest values. Thus, in 2019, over a third of the population aged 25-64 in the Czech Republic, for the 4 categories of individuals, had basic software skills. Greece also has high values. Italy, Malta, Portugal had low values of the weights. In 2019, compared to 2015, there were considerable decreases: Hungary, Cyprus, Sweden. Also, important increases for all categories were experienced by: Czechia, Lithuania, Romania.
The highest values recorded in 2019 are in: Czechia (40%), Greece (26%), Lithuania (26%), Slovakia (29%). The lowest shares were in: Ireland (14%), Italy (15%), Malta (13%), Portugal (16%). Important increases in 2019 compared to 2015 were registered in: Czechia (+7%), Romania (+7%). Sweden had significant decreases (-14%).
Another indicator that influences the transition from education to work (transition from education to work) is the participation rate of young people in education and training ([edat_lfse_18]). Thus, the following table shows the comparative situation of this indicator for the period 2012-2021, for people aged between 15 and 24 years. The analysis is carried out for formal and non-formal education and training.

Table 2. The comparative situation of the participation rate of young people in education and training, for the period 2012-2021

Countries	2012	2015	2018	2021
European Union	69,0	70,6	71,2	71,7
Belgium	66,8	68,5	73,5	77,3
Bulgaria	60,5	64,5	68,2	71,8
Czechia	71,7	69,5	72,4	73,9
Denmark	80,2	80,3	74,4	75,5
Germany	71,8	74,8	74,3	71,7
Estonia	69,4	66,3	68,6	72,8
Ireland	58,8	60,4	67,9	73,2
Greece	69,0	72,5	75,5	78,8
Spain	68,5	72,0	73,6	77,0
France	68,7	72,8	72,5	72,0
Croatia	67,9	65,7	65,3	65,1
Italy	63,4	65,3	66,0	66,1
Cyprus	61,5	64,7	62,0	61,8
Latvia	65,3	65,0	68,8	73,2
Lithuania	74,5	71,3	72,7	66,9
Luxembourg	81,5	79,1	80,7	74,9
Hungary	68,7	66,7	64,5	66,3
Malta	55,7	53,6	58,0	61,3
Netherlands	78,5	79,7	79,8	76,6
Austria	66,5	67,0	66,6	66,7

Countries	2012	2015	2018	2021
Poland	72,0	69,7	68,8	69,1
Portugal	68,6	71,4	71,2	76,5
Romania	61,3	58,9	62,6	63,4
Slovenia	79,6	77,4	76,9	79,7
Slovakia	67,5	65,3	65,6	70,7
Finland	72,4	70,0	71,9	75,0
Sweden	71,5	71,5	72,7	77,5

Source: processing according to data published by Eurostat, 2022

It is noted that the participation rate of young people in education and training for 2021, compared to 2012, at the European level, increased by 2.7%. Decreases in the values of this indicator were registered in: Denmark (-4.7%), Germany (-0.1%), Croatia (-2.8%), Lithuania (-7.6%), Luxembourg (-6.6%), Hungary (-2.4%), Netherlands (-1.9%), Poland (-2.9%). The other countries had increases in the participation rate. The highest were registered in: Belgium (+10.5%), Bulgaria (+11.3%), Ireland (+14.4%).

Also, in 2021, the highest value of the participation rate of young people in education and training, for people aged between 15 and 24, was in: Slovenia (79.7%). This was followed by: Greece (78.8%), Sweden (77.5%), Belgium (77.3%), Spain (77.0%). The lowest values were recorded in: Croatia (65.1%), Cyprus (61.8%), Malta (61.3%), Romania (63.4%).

The following figure shows the evolution of the participation rate of young people in education and training, for the period 2012-2021 (%).

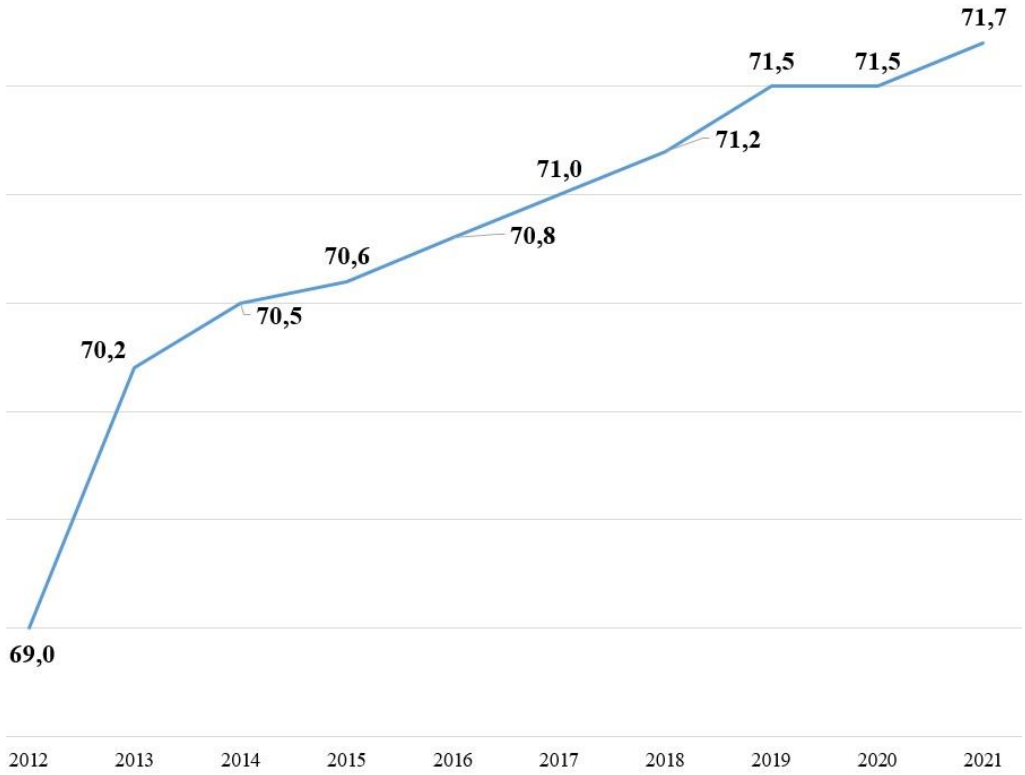

Figure 1. The evolution at European level of the participation rate of young people in education and training, for the period 2012-2021

Source: processing according to data published by Eurostat, 2022

It is observed that the values of this indicator increased from 69% (in 2012) to 71.7% (in 2021).

The transition from education to work is also influenced by early exit from education and training programs. The following table shows the comparative situation for the period 2012-2021, for people aged between 18 and 24 years.

Table 3. The comparative situation of early leavers from education and training, for the period 2012-2021

Countries	2012	2015	2018	2021
European Union	12,6	11,0	10,5	9,7
Belgium	12,0	10,1	8,6	6,7
Bulgaria	12,5	13,4	12,7	12,2
Czechia	5,5	6,2	6,2	6,4
Denmark	9,6	8,1	10,4	9,8
Germany	10,5	10,1	10,3	11,8
Estonia	10,3	13,7	12,0	9,8
Ireland	9,9	6,8	5,0	3,3
Greece	11,3	7,9	4,7	3,2
Spain	24,7	20,0	17,9	13,3
France	11,8	9,2	8,7	7,8
Croatia	5,1	2,8	3,3	2,4
Italy	17,3	14,7	14,5	12,7
Cyprus	11,4	5,2	7,8	10,2
Latvia	10,6	9,9	8,3	7,3
Lithuania	6,5	5,5	4,6	5,3
Luxembourg	8,1	9,3	6,3	9,3
Hungary	11,8	11,6	12,5	12,0
Malta	18,1	16,3	14,0	11,0
Netherlands	8,9	8,2	7,3	5,3
Austria	7,8	7,3	7,3	8,0
Poland	5,7	5,3	4,8	5,9
Portugal	20,5	13,7	11,8	5,9
Romania	17,8	19,1	16,4	15,3
Slovenia	4,4	5,0	4,2	3,1
Slovakia	5,3	6,9	8,6	7,8
Finland	8,9	9,2	8,3	8,2
Sweden	7,5	7,0	7,5	8,4

Source: processing according to data published by Eurostat, 2022

At the European level, compared to the values corresponding to 2012, in 2021 early leavers from education and training decreased by -2.9%. However, there have been increases in early leaving from education and training programs in several countries. Over 1% growth was experienced by: Slovakia (+2.5%), Germany (+1.3%), Luxembourg (+1.2%).

In 2021, dropout was higher in: Romania (15.3%), Spain (13.3%), Italy (12.7%), Bulgaria (12.2%), Hungary (12.0%). The lowest values were recorded in: Ireland (3.3%), Greece (3.2%), Croatia (2.4%), Slovenia (3.1%).

The evolution at European level of early leavers from education and training, for the period 2012-2021, is presented in the following figure.

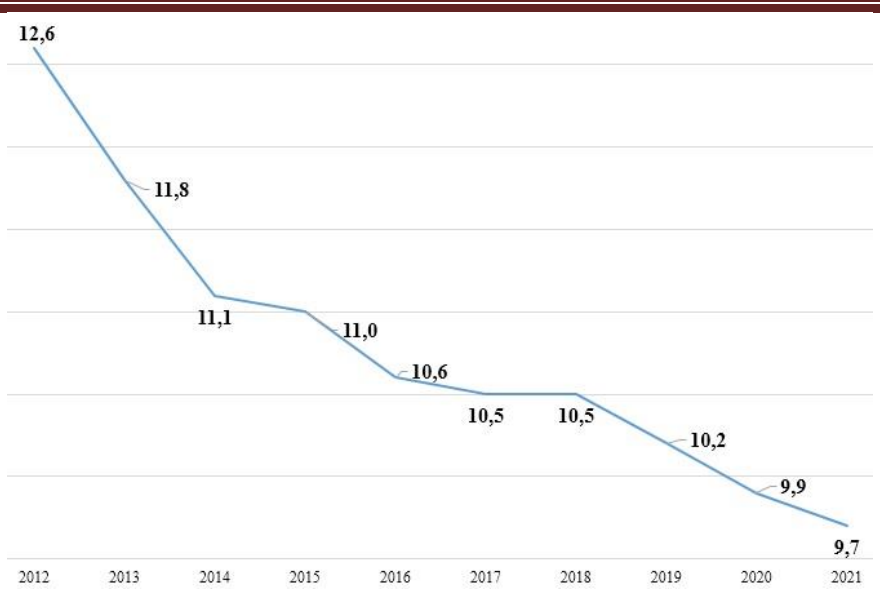

Figure 2. The evolution at European level of early leavers from education and training, for the period 2012-2021

Source: processing according to data published by Eurostat, 2022

A decrease in values is observed from 12.6% (in 2012) to 9.7% (in 2021).

3. CONCLUSIONS

The analysis of the weights in which different categories of individuals in the 25-64 age group have basic software skills was carried out for 4 categories of people: employees, self-employed or family workers; unemployed; in the labor force (employed and unemployed); retired or not in the labor force (excluding students). From the analysis carried out, it can be seen that, at the European level, the values are similar. However, for member countries, the values differ from country to country. Thus, in 2019, over a third of the population aged 25-64 in the Czech Republic, for the 4 categories of individuals, had basic software skills. Greece also has high values. Italy, Malta, Portugal had low values of the weights. In 2019, compared to 2015, there were considerable decreases: Hungary, Cyprus, Sweden. Also, important increases for all categories were experienced by: Czechia, Lithuania, Romania.

Regarding the participation rate of young people in education and training, in 2021, the European values were higher by 2.7%. Also, in 2021, for people aged between 15 and 24, high values were in: Slovenia, Greece, Sweden, Belgium, Spain. The lowest values were recorded in: Croatia, Cyprus, Malta, Romania.

At the European level, compared to the values corresponding to 2012, in 2021 early leavers from education and training decreased by -2.9%. However, there have been increases in early leaving from education and training programs in several countries. In 2021, abandonment was higher in: Romania, Spain, Italy, Bulgaria, Hungary. The lowest values were recorded in: Ireland, Greece, Croatia, Slovenia.

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