

EDUCATION AND LIFELONG LEARNING IN THE CONTEXT OF GLOBALIZATION

Abstract

This study addresses the issue of education and lifelong learning, in terms of the promotion of employment, social development, combating poverty and illiteracy, in the context of globalization. It is known that human resource development is based, so that the authorities in each country should have responsibilities in terms of skilled labor and increasing its capacity to adapt to environmental changes. The results obtained from this analysis, reflects some of the practical steps that must be taken in the coming years, locally and nationally, in terms of education and lifelong learning in the context of globalization.

Keywords: globalization, education and professional training, unemployment and promoting employment, sustainable development.

JEL CODES: J21, J48, J68, M12, M53, O15, R23.

EDUCAREA ȘI FORMAREA PROFESIONALĂ CONTINUĂ ÎN CONTEXTUL GLOBALIZĂRII

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Rezumat

Studiul de față abordează problematica educației și formării profesionale continue, din perspectiva promovării ocupării, dezvoltării sociale, combaterii sărăciei și analfabetismului, în contextul globalizării. Este cunoscut faptul că, dezvoltarea are la baza resursa umană, astfel că autoritățile fiecărei țări trebuie să aibă responsabilități, în materie de calificare a forței de muncă și de creștere a capacității acestora de adaptare la schimbările de mediu. Rezultatele obținute, în urma analizei efectuate, reflectă câteva dintre măsurile concrete ce trebuie adoptate, în următorii ani, la nivel local și național, din perspectiva educației și formării continue, în contextul globalizării.

Cuvinte cheie: globalizare; educație și formare profesională continuă; șomajul și promovarea ocupării; dezvoltare durabilă.



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1. EUROPEAN FRAMEWORK OF COOPERATION BETWEEN MEMBER STATES IN EDUCATION AND TRAINING

Globalization is a powerful force to support global growth and provide the means to address global problems related to health, education and environment. But left alone, market forces generate and intensify inequality and exclusion, threatening to create irreversible damage, especially to the environment.

From this point of view, globalization must be accompanied by a series of measures to avoid or mitigate these effects. In some key areas such as finance development, environmental management, trade, fighting poverty and promoting social development, fighting corruption and crime, etc. It is essential to continue efforts to develop common rules to be implemented and monitored effectively by the states of the world (including Europe). For perspective, promote social development and combating poverty and illiteracy was created at European level, the strategic framework for European cooperation in education and training ("Education and Training 2020 - ET 2020"), on the achievements of the work program "Education and Training 2010" (ET 2010). The main purpose of the framework is to support Member States in developing further their education systems and training. These systems should provide all citizens with the means necessary to achieve their potential and to ensure sustainable economic prosperity and employability. The framework should consider the full spectrum of education and training systems from the perspective of lifelong learning, covering all levels and contexts (including non-formal and informal education).

The strategic objectives of the framework for European cooperation in education and training (European Commission, 2009) refers to:

- Implement the lifelong learning and mobility - are needed progress on implementation strategies for lifelong learning, the development of national qualifications frameworks in relation to the European Qualifications Framework and the establishment of more flexible learning pathways. It should be extended to apply to mobility and the European Quality Charter for Mobility;
- Improving the quality and efficiency of education and training - all citizens should be able to gain the key - and all levels of education and training must become more attractive and efficient;
- Promoting equity, social cohesion and active citizenship - education and training should enable all citizens to acquire and develop the skills and competencies necessary to enable

employment in work and further learning, active citizenship and intercultural dialogue. Educational disadvantage should be addressed by providing high quality early childhood education;

- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training - promoting the acquisition by all citizens of transversal skills and ensure the proper functioning knowledge triangle (education-research-innovation). Should be promoted partnerships between businesses and educational institutions and the wider community of, learners involving civil society and other stakeholders.

All targets set to be attained by the EU member states, which are accompanied by a set of principles and indicators and benchmarks to be followed in all efforts to achieve these goals. In order to have efficient and flexible ways of working for European cooperation in education and training, the framework provides a number of work cycles in 2020, the first one covering the period 2009-2011. For each cycle adopted several priority areas based on strategic goals mentioned above. Cooperation should be conducted through peer learning initiatives for which to establish clear mandates, time schedules and planned outputs. The results will be disseminated widely cooperation among policy makers and stakeholders to increase visibility and impact. At the end of each cycle would have drafted a joint Council-Commission report which will help to establish priority areas for the next cycle. Together with Member States, the Commission will monitor the cooperation in education and training.

Member States should cooperate using OMC (Open Method of Coordination) to develop European cooperation in education and training on policy objectives, principles and working methods mentioned above. At the same time, Member States should take measures at national level to achieve strategic objectives and to contribute to the achievement of the European benchmarks.

I said earlier that one of the strategic objectives of European cooperation framework in education and training is to improve quality and efficiency, in the sense that all citizens should be able to acquire certain skills - key required for lifelong learning, which allow them personal fulfillment and development in a knowledge society. All these skills - key terms of knowledge, attitudes, skills and abilities appropriate to each context, has a vital role in every individual case. Skills - key and their acquisition by every European labor market provides added value, social cohesion and active citizenship, thereby, flexibility, adaptability, satisfaction and motivation. Key competences are essential in a knowledge-based society and guarantee more flexibility in terms of manpower, allowing it to adapt more quickly to the constant changes that occur in a world increasingly interconnected. These skills are also a major

factor in innovation, productivity and competitiveness, and contribute to motivation and employee satisfaction and quality of work.

Key competences should be acquired by:

- Young people at the end of compulsory education and training key skills would prepare them for adult life, especially employment, and forms the basis for further learning;
- Lifelong adults through a process of developing and updating skills.

Acquisition of key competences, fall into the principles of equality and access for all. This reference framework also aims especially disadvantaged groups whose educational potential need support. Examples of such groups include people with low basic skills, those who leave school early, long-term unemployed, people with disabilities, migrants, etc.

According to the European reference framework for EU there are eight skills - key, as follows (European Commission, 2011):

- Communication in the mother language, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and in written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of social and cultural contexts;
- Communication in foreign languages, in addition to the dimensions of communication skills in language, involves mediation skills and intercultural understanding. The knowledge depends on many factors and the ability of listening, speaking, reading and writing;
- Mathematical competence and basic competences on science and technology. Mathematical competence is the ability to develop and apply mathematical thinking to solve various problems in everyday situations, with a focus on process, activity and knowledge. Basic skills on science and technology relates to possession, use and application of knowledge and methodologies to explain the world around us. This involves an understanding of the changes caused by human activity and responsibility of each individual, as a citizen;
- Digital competence involves the use confidently and critically the information society technology (IST) and thus basic skills on information and communication technology (ICT);
- Ability to learn learning is about learning, man's ability to track and organize their own learning, either individually or in groups, according to their own needs, and awareness of methods and opportunities;

- Social and civic competences. Social skills relate to their personal, interpersonal and intercultural and all forms of behavior that enable people to participate effectively and constructively in social and professional life. These skills are related to personal and social well-being. It is essential to understand the codes of conduct and customs in different environments in which the individuals. Civic competence, especially knowledge of concepts and social and political structures (democracy, justice, equality, citizenship and civil rights), enable people to active and democratic participation;
- Sense of initiative and entrepreneurship is the ability to turn ideas into action. This sense requires creativity, innovation and risk taking, and the ability to plan and manage projects to achieve the objectives. The person is aware of the context of its own assets and is able to capitalize on emerging opportunities. This is the foundation for the acquisition of more specialized skills and knowledge they need those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;
- Cultural awareness and expression which involves appreciation of the importance of cultural expression of ideas, experiences and emotions through a number of channels (music, theater, literature and visual arts).

All these key skills are interdependent and the emphasis in each case, the critical thinking, creativity, initiatives, problem solving, risk assessment, decision making and constructive management of feelings. These key skills provide a reference framework to support efforts at national and European level to achieve goals that they define. This framework is aimed, primarily, policy makers, providers of education and training of employers and learners.

It is a reference tool for the EU and for their education and training policies. EU countries should seek to ensure:

- that initial education and training offers all young people the means to develop key competences to a level that will prepare them for adult life and work, thus a basis for further learning;
- that appropriate measures are taken to young people who are disadvantaged in the learning process so that they can realize their educational potential;
- that adults can develop and upgrade skills, lifelong learning, especially the priority target groups such as people who need to upgrade their skills;

- there is adequate infrastructure for continuing education and adult education, that there are measures to ensure access to education and training and the labor market and that learners are provided with support and skills according to their specific needs;
- regarding consistency of supply of education and training for adults through close links between the policies in question.

In conclusion we can say that the skills - key are essential due to their cross. They provide appropriate value for employment, social cohesion and youth (European Youth Pact), which explains the importance of lifelong learning in terms of adaptation to change and integration.

Currently, the education and training of adults is the natural continuation of initial education and training, as an objective necessity imposed by the transition to an economy and a society based on knowledge, and the need for continuous professional fulfillment and personal development. There was thus integrated concept of lifelong learning (IVPI) (lifelong learning¹), which includes initial education², adult education and learning as forms to ensure overall development of the individual, including professional. Constant investment in individual lifetime, will allow the creation / development of human resources performance, high-power, able to support the incorporation of technological progress and sustainable growth of the national economy and social and cultural development. Romanian companies, but also the entire public sector, I would say I need skilled labor to meet tough competition in the European market and to be able to continually adapt to change. Moreover, "continuing education in order to obtain

¹ All learning activity undertaken throughout life with the aim of improving knowledge, skills and / or qualifications for personal, social and / or professional. Horizontal size / cross IVPI meet or formal learning, non-formal or informal is done in a full range of activities (personal, social and / or professional), in any life stage (longitudinal dimension). The concept of lifelong learning encompasses all areas and refers to a school, vocational training and university and adult education as a component of a system of equal value comprehensive. (Source: "Terminology of vocational training policy, A multilingual glossary for year enlarged Europe" ["Terminology of vocational training policy, a multilingual glossary for an enlarged Europe"], Philippe Tissot, Luxembourg: Office for Official Publications of the European Communities, 2004 ISBN 92-896-0272-4, <http://europa.eu.int>, adapted CEDEFOP, 2003).

² Adult education provided is often designed for general purposes rather than the vocational education. Adult education is close, but not synonymous with education / training, which is especially vocational connotations related to the acquisition of skills that allows the practice of a profession. It is commonly used to highlight general adult education (ex. Within popular University) for providing a compensating learning the basic skills that people may not be purchased in initial education (literacy), to develop individual and manifests as active citizens, but covers all the educational needs of adults, and individuals to facilitate (a) to access and acquire qualifications which have not been collected for various reasons in initial education and training system (b) purchase to improve or update their skills and / or skills in a specific area. (Source: "Terminology of vocational training policy. A multilingual glossary for year enlarged Europe", Philippe Tissot, Luxembourg: Office for Official Publications of the European Communities, 2004, adapted from European Training Foundation, 1997). See European Commission Communication "New Skills for New Jobs; Anticipating and Matching Labor Market and Skills Needs" [New abilities / skills for new jobs, anticipation and matching of skills needs / competencies in the labor market], COM (2008) 868 final, {SEC F2008} 3058, horizon 2020 (p.9) .4/30/2013.

new qualifications, specialization and further expansion" means the governing objective for the period 2009-2020, provided the SIDRU (integrated strategy for human resource development) (Romanian Institute for Adult Education, n.d.). Lifelong learning is an opportunity for individuals from disadvantaged backgrounds, to integrate the labor market (Manole, 2012, p.58).

Lifelong education (FCA) substantiation to support SIDRU is conditional on (Manole, 2012, p.58).

- a. the creation of simulation tools for employers to invest in the education of staff;
- b. facilities for adults to invest in their education;
- c. promoting educational offer for adults.

Lifelong education (FCA) in relation to the profession or professional training (CVT) is managed by institutions like - Ministry of Labor (MMFPS) and the National Council for Adult Vocational Training (NATB) in tandem with the Ministry of Education, Research and Innovation (MERI), and the facilitations granted redress are more type (ex. retraining unemployed) rather than proactive (ex. to fund individual adult learning, enabling career development through a vertical occupational mobility).

According to the Project Integrated Human Resources Development Strategy (SIDRU) previously mentioned study, the overall objective for 2009-2020 aims to: improve the capacity and quality of human resources development systems that lead to growth and ensuring a stable level of employment, a higher quality of life and social cohesion effective for those Romanian citizens at risk of social exclusion in order to achieve, by 2020, the current average level of EU countries, the main indicators of sustainable development.

In this context, according to the project, the strategic targets for 2020 are (Ministry of Environment and Sustainable Development, 2008; Manole, 2012, pp.60-61):

- The employment rate of working age population (15-64) will increase from 59% in 2008 to 65% in 2020;
- The activity rate of the working age population will increase from about 64% in 2008 to 70-75% in 2020;
- Participation rate of children age 4 to early education be a minimum of 90%;
- Share of 15 year olds who get low on functional literacy to more than 15%;
- Premature leaving the education system for young people, age group 18-24, will be up to a maximum of 85%;

- Increasing adult, 25-64 years, education and training to the level of at least 12%;
- Number of participants in training and retraining programs for vulnerable groups to increase from 6,487 in 2005 to 170,000 in 2020.

Given these objectives, it can be said that education, initial and ongoing training and research will contribute to the whole process of investment in human resources, so that they can support the real manner, the capacity of the economy national, and thus human resources to cope with competitive pressures, increasing of the European single market and on the global market (Manole, 2012, p 61).

2. EDUCATION AND TRAINING – LOCAL

To see how the Romanian administration is working to achieve strategic targets for 2020 set out in the Integrated Human Resources Development Strategy (SIDRU) have conducted an analysis (which is part of a wider research aimed northeast Moldova) in the city of Suceava, on the most efficient use and development of human capital locally.

The analysis on the development and effective use of human capital in the city of Suceava is based, among other things, information provided by local authorities, they provided me asking, Local Strategy for Sustainable Development 2009-2015 City of Suceava that folds the national strategic documents, regional and local county), allowing an easy approach to access to the Structural and Cohesion Funds of the European Union. following consultations held locally and the analyzes performed, the authorities have established an overall, sustainable development of Suceava, namely: building European identity and the development of Suceava and consolidation, as the economically strong, stable and diversified able to ensure prosperity and improved quality of life, as well as motor-tourism potential of local and European integration pol (Manole and Alpopi, 2013, p.84).

In formulating this vision of target Suceava, long-term, satisfied compliance generally valid principles, namely:

- The direct correlation between national and regional general strategies, specific strategies, measures and priority projects identified by community needs;
- Ensuring the participation level of all local stakeholders through public consultation mechanisms, involving all stakeholders through public-private partnerships, the population in developing or implementing a comprehensive strategy / specific / projects;

- The limited human and financial resources available to the community - own or attracted - resource efficiency through integration.

Development and efficient use of human capital, skills and qualification levels adaptation to market requirements and social inclusion of disadvantaged groups is one of the four general policy objectives of sustainable development of Suceava, in the next period.

The other three objectives include: strengthening urban infrastructure (protecting at the same time, the environment), increasing the competitiveness of the local economy and business development, development of new tourism services, in order to exploit the potential of local tourism.

To achieve the strategic direction, development and effective use of human capital, adaptation of qualifications and skill levels to market demand and social inclusion of disadvantaged local authorities have established several specific goals, including:

- Education and training;
- The development and modernization of health and social care;
- Increased importance of cultural activities and its role in society;
- Promoting and development of sports and leisure structures;
- Increasing social security;
- Civil Society.

I'll stop with the first specific objective analysis mentioned "Education and Training", agreeing with the local authorities, that this goal is essential for human development, in the municipality of Suceava. It's known that promoting quality education system and initial and continuing training, including higher education and research is one of the specific objectives identified in the Sectoral Operational Program Human Resources Development, which sets the priorities and areas of intervention of Romania in human resources for period 2007-2013. More specific objectives included in the operational program aimed remembered human capital development and promotion of full employment and social inclusion, refer to:

1. Promoting entrepreneurial culture and improving quality and productivity at work;
2. Improving public employment services;
3. Developing a modern and flexible labor market;

4. Facilitate the insertion of young people and the unemployed in the labor market, and so on;
5. Promoting (re) insertion in the labor market of inactive people, including in rural areas;

To achieve the strategic objective on education and training, local authorities have established two fundamental programs in the city of Suceava.

The first concerns the rehabilitation and equipping of schools in order to ensure a quality education act, and the second program focused on the development of vocational education and professional training so (Manole and Alpopi, 2013, pp. 84-85):

TABLE - 1 STRATEGIC OBJECTIVE: EDUCATION AND TRAINING

NR CRT.	PROGRAM	OBJECTIVE PROGRAM
1.	REHABILITATION AND EQUIPPING UNITS EDUCATION FOR INSURANCE A QUALITY EDUCATION ACT	Development of educational infrastructure in the municipality of Suceava, to carry out an act of the highest quality education
2.	INFRASTRUCTURE VOCATIONAL EDUCATION AND THE CONTINUOUS TRAINING	Develop continuing education and training as a pillar of sustainable development of human capital

Source: Local Strategy for Sustainable Development 2009-2015 City of Suceava

To implement the two programs mentioned, local authorities have established several concrete activities to be undertaken in the future, as follows:

TABLE - 2

NR CRT.	PROGRAM	ACTIVITIES CONDUCTED
1.	REHABILITATION AND EQUIPPING UNITS EDUCATION FOR INSURANCE A QUALITY EDUCATION ACT	▪ Partnering for accessing European funds on the rehabilitation of schools; ▪ Educational create new unit to ensure a fair ratio between the number of preschoolers / pupils / students and the number of educational structures; ▪ Rehabilitation of schools in accordance with EU standards; ▪ Finding appropriate solutions to equip laboratories and offices; ▪ Improving sanitary conditions in schools.
2.	INFRASTRUCTURE VOCATIONAL EDUCATION AND THE CONTINUOUS TRAINING	▪ Promoting and supporting training continues; ▪ Foundation year tuition plan based on the results of studies and forecasts for the labor market; ▪ Promote social inclusion through increased access to education and training in the labor market; ▪ Create a framework where stakeholders (university, local government and the business community) to communicate; ▪ Promote entrepreneurial spirit and culture

Source: Local Strategy for Sustainable Development 2009-2015 City of Suceava

To achieve the objectives of the two programs were designed several projects to be implemented, such as: supporting the creation of new educational establishments in the public system - private training

programs adapted to the labor market, support educational institutions in accessing funds for expansion and rehabilitation equipment, support and promote programs adjacent to the training and promotion of non-formal education among children and young people, etc. (Sustainable Development Strategy of the Municipality Suceava 2009-2015).

Given all the stated objectives of sustainable development of human capital in the city of Suceava and considering the activities that were set to run in the two core programs, the underlying increase the quality of education and training still requires some steps that will be taken by local authorities in the near future.

This package of measures will contribute to a better professional training, reducing unemployment and promoting employment. Thus, in terms of training continue to be created, in the city of Suceava, a training center that focuses on workforce training in weak areas at the local level (services, construction, tourism, etc.) achieving a permanent connection between it and the local labor market in order correlation and accurate forecasting of the relationship between supply and demand in the labor market, which should take place through an active partnership, developed between the education system, including vocational training adult, public administration and business. However, it is in the municipality of Suceava, Periodic studies of the labor market, the new center set up to identify and correct for its characteristics and development needs (Manole and Alpopi, 2013, p.85).

Regarding unemployment and promoting employment, the need for more active measures to be taken (Manole, 2012, pp. 65-66):

- implementation in partnership with training organizations adult learning projects in the jobs required in the labor market for both unemployed and employed unskilled personnel;
- stimulate the implementation of projects for development of human resource skills by employers, with effects in the efficient use of human resources, that role in more efficient and economic outcomes;
- implementation in partnership with the organization of vocational guidance services to support unemployed find a job;
- implementation in partnership with training organizations for projects to develop entrepreneurial skills in order to stimulate unemployed to develop business in the fields of competence;

- achievement in partnership with organizations, twice a year, a job fair, in order to put in front of supply and demand for labor, especially to support young people through these events being able to take the real pulse of the market and work;
- involvement in the creation of a mechanism to stimulate recovery facilities in the village labor force working abroad and do not return specialists after graduating from higher education institutions.

It is obvious that, taking all the above measures in order to achieve strategic objectives will require financial support well-defined.

From this perspective, possible funding sources could be (Manole, 2012, p. 71):

- EU contribution through structural instruments (European Regional Development Fund, European Social Fund, the Cohesion Fund) and national co-public (state budget, local budgets, external loans and other public sources) and on related;
- allocations exclusively from national and local sources for human resource development programs with objectives similar to those financed by Community funds mentioned above;
- other financial resources provided by the employer, other categories of legal entities, as donors, NGOs, etc..

CONCLUSIONS

According to specialists (Ionașcu, 2003, p.12), sustainable development is one which, meeting the requirements of the present generation to future generations facilitates execution of their options. Sustainable development refers to a form of economic growth that meets the needs of society in terms of welfare in the short, medium and especially long. It is based on the assumption that development must meet the needs of the present without jeopardizing those of future generations. In practical terms, this means creating the conditions for long-term economic development while protecting the environment (Moga, 2001).

Thus, according to the Sustainable Development Strategy of the European Union, the general objective that governs all Union policies and activities is on sustainable development - which aims to continuously improve the quality of life and well-being on Earth for present generations and for the future. To this end, it promotes a dynamic economy, providing jobs and a high level of education, health, social and

territorial cohesion and environmental protection, in a secure world, respecting cultural diversity (Manole and Alpopi, 2013, p.86).

Given all these considerations, we can say that it remains to be seen whether all the strategic objectives related to human capital development - an essential condition for sustainable development of Suceava - will be completed. If this happens, they will contribute in the long term, improve the quality and efficiency of education and initial and continuing the employment and social inclusion will provide human resources able to use the best possible way the current opportunities and future personal and professional development in order to reach the current average level of EU countries, the main indicators of sustainable development - national target set for 2020 under the National Strategy for Sustainable Development of Romania, Horizons 2013 -2020-2030 (Manole, 2012, p.72). From this point of view, we hope that the Romanian economy will be equal to align with EU standards (Manole, 2012, p. 72).

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