

Evaluation of the Quality of Education and Implication of Romanian Youth of Unmet Training in the Actual Global Context of Technical and IT Discoveries¹

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ABSTRACT

This paper is intended to emphasize the possibilities to grow up the Romanian economy within teenagers in spite of all problems related to education, poverty, economic crisis, unemployment, migration, unmet training etc.

On the one hand, it identifies and proposes the approach of a new research regarding the decrease of the following phenomena: the migration of young Romanian people and youth unemployment.

On the other hand, the paper reflects the role of vocational training development during the current economic crisis. We investigate how the Romanian labor market and the educational system may contribute to the decrease of the option for emigration as the only saving opportunity for more and more young people. The Romanian economic crisis is a decisive factor that determines young people either to migrate from Romania or to find new solutions in research and development area. The objectives refer to the assessment of the tendencies of Romanian youth migration and reflect the analysis of the impact on the educational system. The results of the research draw attention to the potential loss of our knowledge society.

The paper highlights the new trend influencing the youth labor market and the changes in the interactions between the educational services market and the labor market.

INTRODUCTION [20, 21, 22, 23, 27, 29, 30]

Objectives:

1. An appreciation of the role of vocational Romanian school as a driver of technological change in economic development, past, present and future;
2. Awareness of key models of the education, research and innovation process, their strengths and weaknesses and their implication on the labor market of young people;

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3. An appreciation of policy and regulatory educational challenges for youth in relation to technological change and innovation

Prior work [27]

From the perspective of unmet training, we examined the new trend influencing the youth labor market and the changes in the interactions between the educational services market and the labor market.

We also discussed the main strategic choices available for the Romanian education in order to successfully integrate in the European area of education and research.

Education and training are crucial to economic and social change. The flexibility and security needed to achieve more and better jobs depend on ensuring that all citizens acquire key competences and update their skills throughout their lives.

Design/ Methodology [27]

This report presents a study of past, present and future changes to education and training of youth, versus low Romanian standard of life.

Results

There are the follow results:

- to contribute to this vision-building process on ways of addressing emerging competence needs,
- to contribute to the development of imaginative visions and scenarios of the youth's future of learning and working in order to support priority setting for education, training and skilling policies;
- to decrease young people's migration and unemployment.

Implications:

New technology in education and labor market; tools and services enhancing learning; open education and resources; assessment, accreditation and qualifications; globalization of education; roles of institutions; individual and profession-driven education; life-long learning; formal education goes informal; individual and social nature of learning, the epistemological and ontological bases of pedagogical methods.

1. INTRODUCTION [20, 21, 22, 23, 27, 29, 30]

The paradox of the twenty-first century may be that our ability to use technology to our advantage is going to be linked to the quality of our human social networks. The quality of our social networks between students and all actors involved in educational process depends on how well we use technological changes and quality assurance in education and work by improving the communications between them. We are optimistic that is entirely possible to improve our futures in this way [20].

Scenario planning is the application of visual dialogue. It is a way to structure and facilitate strategic thinking in educational teams and multi-organizational projects where there is increasing uncertainty in the educational and business environment [20]. The beauty of scenario thinking is that it allows us to tell each other stories about how the world might study and work. The key element is not whether we are right or wrong, but rather, that we dig deep down to understand that it is our assumptions and perceptions that underpin the imaginations in each scenario, and evaluate their plausibility. Scenarios are not linear or mechanistic; they are displays of exponential connections.

The process of building scenarios starts with looking for driving forces, forces that influence the outcome of events. Driving forces are the elements that move the plot of a scenario, and determine the story's outcome. The problem is that they may seem quite obvious to one person but hidden to another, and without driving forces, there is no way to begin thinking through a scenario [20].

When we approached this subject about economic and psychological implications of Romanian youth of unmet training in the actual global context we started from the researches in this field, and we made the imaginative visions and scenarios of the youth's future of learning and working in order to support priority setting for education, training and skilling policies.

According to follows: Petronela Daniela Feraru's study of the PhD. (Thesis *Religion and Migration in Contemporary Romania. Case Study: Romanians Living Italy* [19]), the reports of United Nation [23], UE [24], and own studies [20], [21], [22] we establish the following aspects.

Explaining differences in youths' transition into employment needs to take into account, first, demographic developments and economic growth, or decrease, and second, the interplay

between these dynamics and long-standing institutional patterns, in particular regulatory provisions influencing the supply of flexible or permanent jobs as well as education and training policies. Both general education at schools as well as different forms of vocational training, either at schools or on the job or combining both elements in a 'dual apprenticeship' are necessary preconditions for the employability and productivity of young people. Vocational training is a crucial element as it can link young people's competences with employers' needs. Bringing vocational training closer to the needs of dynamically changing and evolving labor markets and economies can help young people move into more productive and sustainable jobs. Taking the perspective of young people, a 'good job' is a job that initiates a long-term investment in and attachment to the labor market. A job combined with formal training is by definition a good job. This paper is about the creation of good jobs for the young [20, 21, 22, 23, 29, 30].

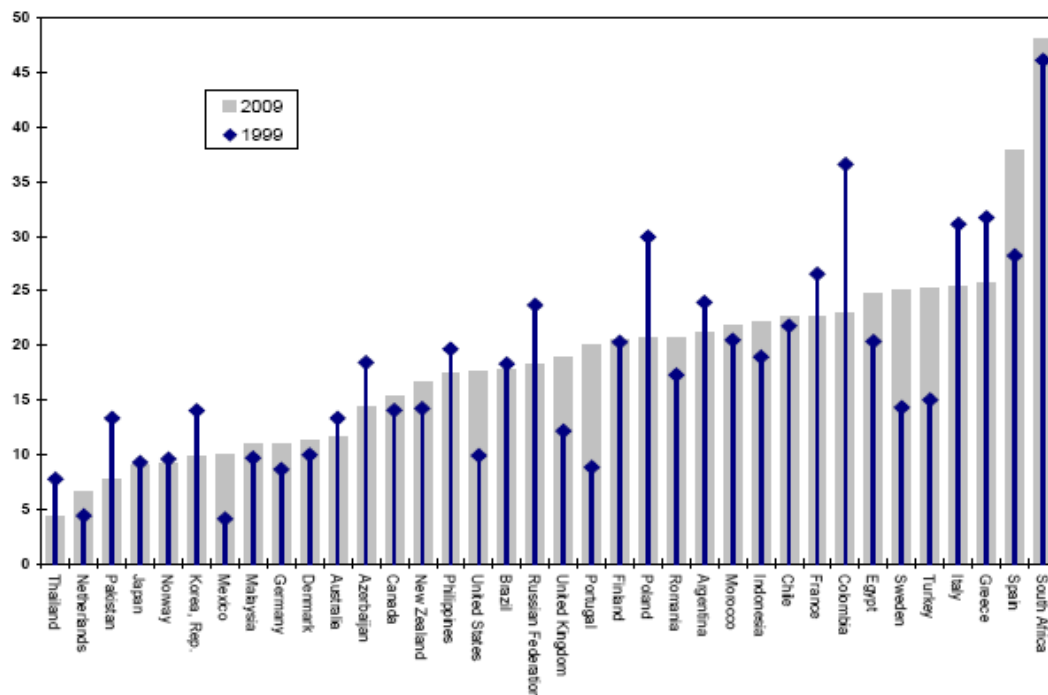


Figure 1.1: Youth Unemployment rates, 1999 and 2009, in %, Source: World Bank [23]

To explain differences in the integration of young people across time and space one has to take into account the interaction of economic and demographic factors on the one hand and labor market institutions on the other:

1. the demographic structure, in particular the size of younger cohorts, determining young people's labor supply,
2. labor demand patterns given by the structure of the economy and economic growth,
3. labor market flexibility as determined by minimum wages and employment protection for permanent and temporary jobs,
4. education and training preparing young people for the world of work, distinguishing between general education, vocational training and learning on-the-job,
5. active labor market policy programs designed to further the labor market attachment of disadvantaged youths, in particular those who failed to enter and complete general education and vocational training.

All these factors interact with each other and provide particular patterns of youth employment or unemployment in different countries or world regions.

Regarding the evidence on demographic factors first, empirical research has shown that demographic factors, in particular cohort size, and economic demand matter in determining youth employment (Korenman and Neumark 2000; Blanchflower and Freeman 2000; Garcia and Fares 2008c). Figure 1.2 shows that there is a large variation in the demographic composition of major world regions. Young cohorts at the age of entering the labor market are particularly large in 13 Northern and Sub-Saharan Africa while demographic ageing is a major phenomenon in most high-income countries in Europe, North America and Eastern Asia [7, 20, 21, 22, 23, 29, 30].

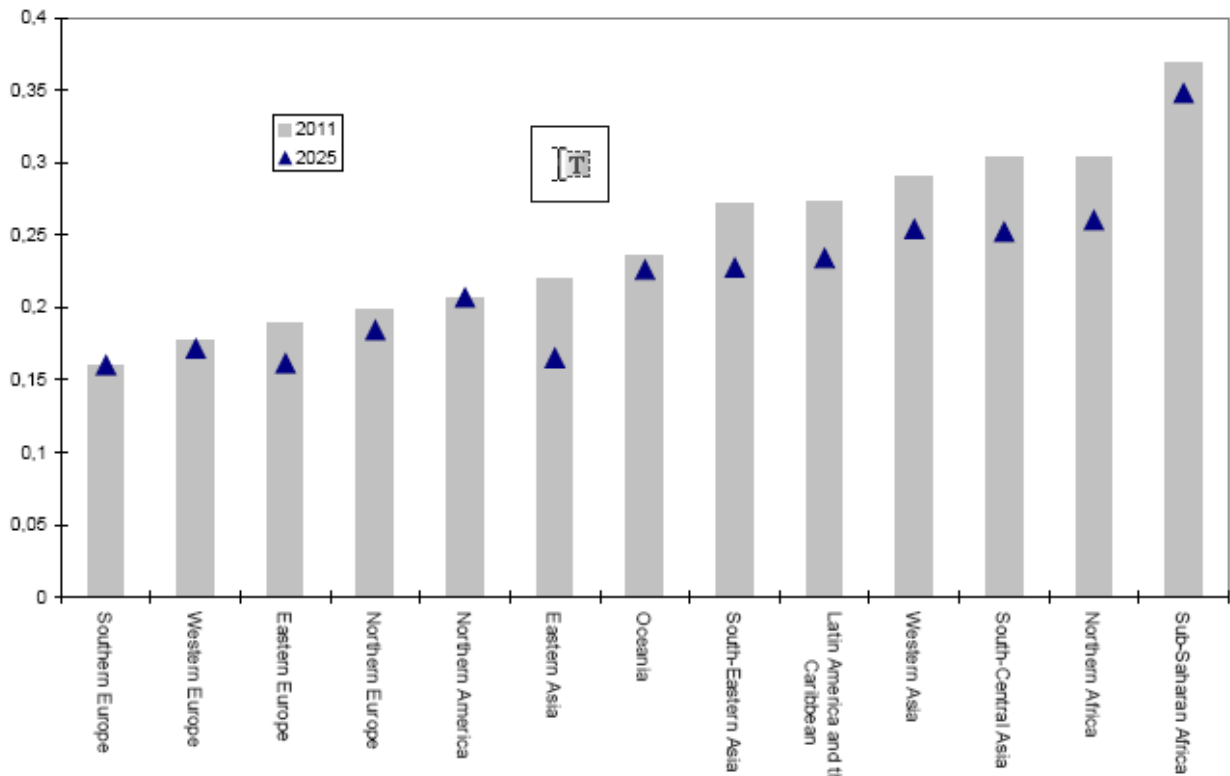


Figure 1.2: Share of 15-24 in all 15-64 year olds
Source: UN World Population Prospects 2010 Revision [23]

Both growth and demographic features cannot explain cross-country and intertemporal variation of youths' integration into employment alone. They interact with labor market institutions in determining youth unemployment or employment and the easiness of a transition from school to work. Institutional framework conditions play a role in structuring the transition of young people into employment, in particular minimum wages and employment protection (Gomez-Salvador and Leiner-Killinger 2008), but also education and training as well as active labor market policy schemes[7,20,21,22,23,29,30].

Turning to the role of minimum wages first, there is quite consistent evidence that high minimum wages tend to have negative effects on young labor market entrants – this is why young workers are often covered by a specific, somewhat lower minimum wage (Neumark and Wascher 2007; Abowd et al. 2000; Gomez-Salvador and Leiner-Killinger 2008).

This report provides an overview of the labor market situation of young people in major world regions covering developed countries as well as the developing world. The paper highlights the role of demographic factors, economic growth and labor market institutions in explaining young people's transition into work. A major focus lies on vocational training and education as the paper assesses the contribution of different types of vocational training on subsequent labor market outcomes. It argues in favor of vocational training systems combining work experience and general education and gives some policy recommendations to implement training systems adapted to a country's economic and institutional context.

2. FORCES FOR CHANGE OF LABOUR MARKET AND EDUCATIONAL SYSTEM [25.27] [7, 20, 21, 22, 23, 25, 27, 29, 30]

Learning Skills [25]

Learning become outdated very soon because new knowledge comes every day and we have to learn more and more. The process of learning goes over the whole life time. We need not only learning but also the learning skills. Education is not the learning process that is completed in one time. it is a complete process. So quality education is useful in developing the learning which is helpful in the further learning.

Reading and Comprehension [25]

Education is not good until it create the reading habit among the students. Children in their child hood must be provided with the storybooks so that they may develop the reading habit in future. Some students even do not read a single book apart from their text books so developing the reading habit is a part of quality education.

Creative Attitude [25]

Giving up the right answer is most difficult task in the education community so there are many alternatives answer to the question so always look in the opposite side so this is helpful in creating the creative attitude so being creative is easy by looking at the opposite in the daily life problem.

Empathy [25]

Education must develop the human who feel and think about the issues which the humans are facing. There are some issues about which we cannot do anything. We need to be thinking and feeling individuals. Quality literature is the key to this education. Study of literature is very important for every student not for the students who are interested in it but also to all the other students so it is part of quality education. Very much students do not read a single book of literature specially the Urdu so we have not to do this because it is against the quality education.

Effective Verbal and Written Communication [25]

Students must know about the presenting of the idea in the shortest possible time. Listening skills must also be very good of the general student. Apart from the verbal skills students or people working in the office must have good communication skills so they do not need to dependent on other people for writing a letter the main way is to improve communication is through the practice's.

Sense of Direction [25]

We need to develop direction of our life no one has the control over his life so everyone has to set it clear goals and make efforts to achieve that goals . Quality education is helpful in developing the sense of direction. To do this we have written goals with our strength and weakness and try to match our goals with our strength. Finally no business in the world is successful without the cooperation of the customers so parents and students are customer of education industry so we have to improve our quality education through them.



Figure 2.1: [25]

Every schools and enterprise, personal or commercial, are propelled by particular key factors, such as the human force and goals. Others, such as governmental regulations, are external. Identifying and assessing these fundamental factors is both the starting point and one of the objectives of the scenario methodology [20].

Underlying driving forces can include social dynamics, educational issues, technological issues, economic issues, political issues, environmental realities, technological change, government economic and social policy, demographics, international environmental institutions, and world commodity markets [20]. Is control of driving forces a possibility?

Change is the human experience consists of matching our capabilities against the challenges we face [20]. There are three possibilities [7, 20, 21, 22, 23, 29, 30]:

- Challenge= Capability



Figure 2.2: [27]

That means:

Ability / Willingness= Design/ Opportunity

We seek this kind of balance because it makes us feel that things are predictable and thus is easier to manage.

Real change occurs when the balance is disrupted. There are two ways the status quo can be disrupted, Positive Change or Negative Change.

- Challenge< Capability



Figure 2.3: [27]

There is a Positive Change.

When people believe their capabilities exceed a challenge, they generally feel positive because the outcome is not only desirable but expected (for example the birth of child).

- Challenge> Capability

When the reverse is true, people feel negative not only because the outcome is undesirable, but also because such situations lack predictability.



Figure 2.4: [27]

Two opposing forces influence change of labor market:

One that drives for change and one that resists [20].

Which of the following forces affect your organization?

Check the ones which apply to your group.

Driving forces initiate change against and keep it going.

Resisting forces act the driving forces for change.

They may be:

- Your source of founding is to do being reduced or increased. been done.

- * Your group fears new ideas and prefers things the way they have always been done.

- The interest and needs of twenty people involved in educational process in your keeping busy * Your group performs activities just for the sake of organization are changing.
- Government support is increased or diminished. * Your group's executive has very few changes or low turnover.
- There is pressure to use modern technology. * Some of your actors involved in educational or process could have accelerated thinking syndrome[4].



Figure 2.5 [27]

- Some of your actors involved order to in educational process could system have a charming reflection of between the power of intelligence and critical thinking[20]. the Land * There aren't still a lot of things well done in reach a high quality level for the educational and to reduce the present disparities existent rural and urban space. *According to the statistics, in the rural area, in of Severin, only 83% of the total number of (9,721) with an age between 6 and 19 years old a school[20].
- Membership is increasing or persons dropping. attend * A correlation between poverty and the degree of participation to education.
- Members have different views of the groups purpose. of * The lack of stability of family incomes has a strong effect upon the students and their future.
- Revolutionary teachers show that all of us have the ability to strong increase children the brilliant and fascinating students. * There are reasons for school abandonment, noticed especially in the case of children from the

evaluated a need to change which

isolated rural communities, or young students

is identify.

work to help their family, but also in the communities of Gypsies.

* The weak motivation regarding the economic profit due to education.

We have little control over driving forces, and the only way we can leverage them is to recognize them for what they are, understand their effects, and contribute to creating new driving forces if we do not like the ones we find. In addition, it is very important to identify and understand the underlying forces, so that there is a framework in which to relate the deeper, more fundamental forces acting behind the scenes. The opportunities lie in understanding the arc of change and moving in that direction.

Scientific discoveries are key drivers of economic growth, driving and fueling the economy [20].

Leading economists have identified technological progress as the single most important determining factor in sustained economic growth. While some technologies can be anticipated, especially those that are improvements or new uses of old technologies, there is such rapid change in fundamentally new areas that it is hard to fully understand the implications [20].

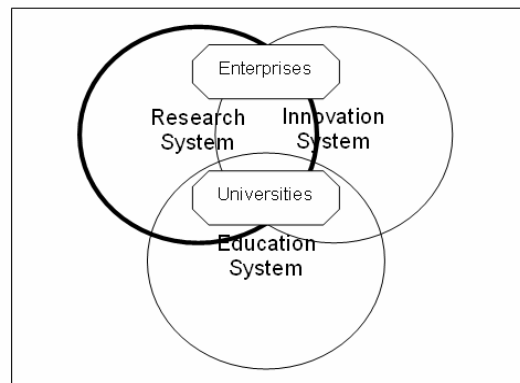


Figure 2.6: [20]

Examples are the human genome project, the explosive changes taking place in information technology, the growth of nanotechnology, and biotechnology, which has the potential to transform areas as different as farming and computer technology [7, 20, 21, 22, 23, 29, 30].

3. BACKGROUND [7, 20, 21, 22, 23, 29, 30]

All members of our team are actors of educational process as teachers, managers or parents and we try to understand and to grow up the potential of our tooth students and children. This paper is first step but not the last.

Our group takes a look at Group Concept Mapping (GCM) [10] and we applies a structured participative approach to facilitate groups of experts to arrive at a consensus about a particular issue, characteristics of Quality Assurance of Education in the future, regarding to its interdependence with Change, Technological Changes, Innovation and Competitiveness, R& D and revival of Romanian economy [20].

As GCM model, this analysis depicts, in the form of thematic clusters, the experts' common understanding of the issue under consideration. We use a structured facilitative multi-step approach including a number of simple and intuitive activities such as idea generation, and sorting and rating of ideas. The research method, by its "hybrid" nature, can easily integrate any qualitative method for data collection and analysis, such as individual interviews, surveys, focus groups or Delphi method.

That means [21]:

- All educational systems in Europe will be connected in a central system to identify the best students in order to support them no matter their country of origin.

- In Europe (EU) many students will learn with and from each other in international collaborations.
- We will cease to rely on experts as the source of knowledge and curriculum and move towards quality based on use and endorsement through internet systems.

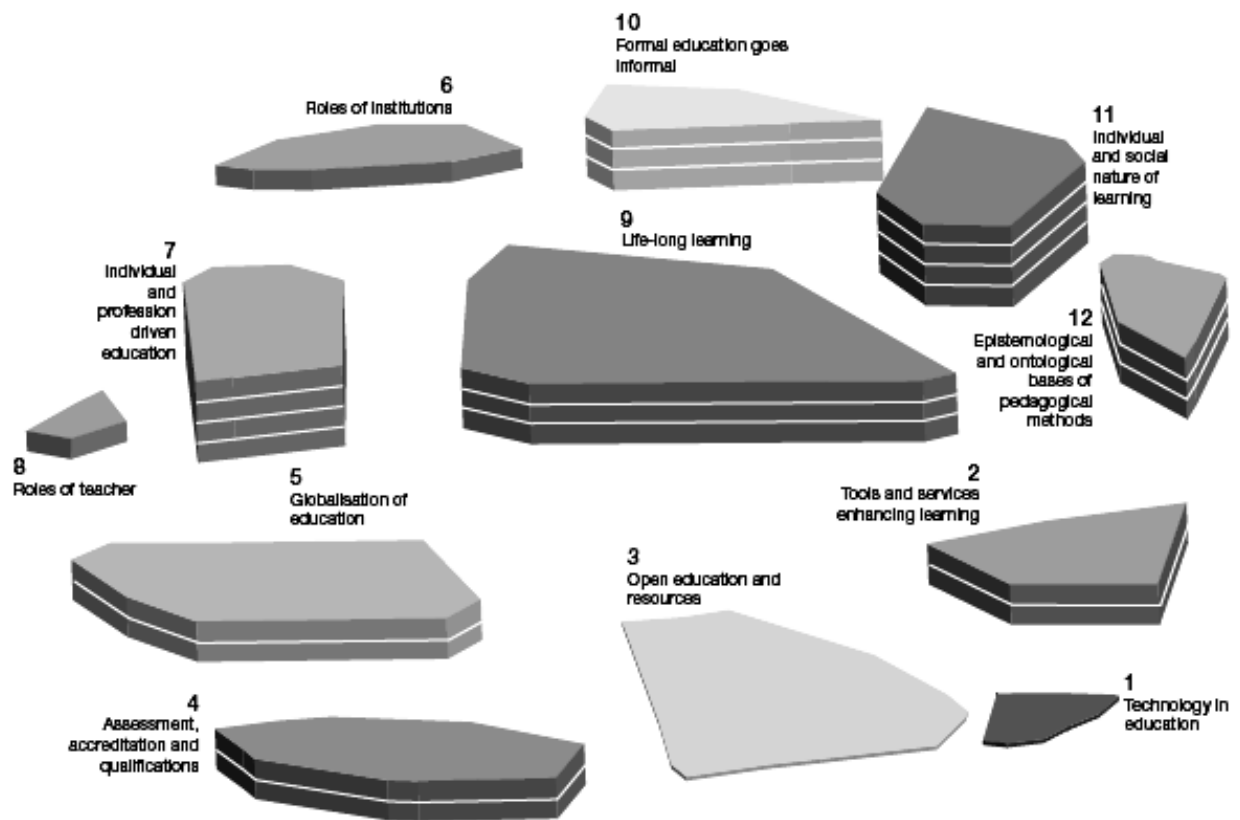


Figure 3.1: [20]

3. DATA AND METHOD [7, 20, 21, 22, 23, 27, 28, 29, 30]

The study was carried out by using the statistical data collected from the Institute of Statistics from Drobeta Turnu Severin, Princeton and Bucharest, and the Reports of World Bank, UN, or UE Commission. We examined to underline the aspects regarding the quality of educational sector from the studied area, both by outlining the major problems and also by finding adequate solutions for a long-term quality improvement of interdependence within another sectors of activity.

For a better understanding of the above-mentioned phenomena, the data and the results required a graphic representation in order to emphasize the spatial distribution of the studied elements, as well as the size of the actual phenomenon. In this respect, we used some column graphics and maps using the ArcGis 9.3 software, made by Tudora D. [12], the research of Feraru P.D [7] and the statistics made by experts from World Bank, United Nation [23] or UE Commission [24] .

Concept maps are graphical tools for organizing and representing knowledge that explicitly express a person or group of persons' understanding about a domain [28]. A good way to delineate the context for a concept map is to define a *Focus Question*, that is a question that clearly specifies the problem or issue the concept map should help to resolve. Every concept map responds to a focus question, and a good focus question can lead to a much richer concept map, as will be examined below. When learning to construct concept maps, learners tend to deviate from the focus question and build a concept map that may be (somewhat) related to the domain, but which does not answer the question. This is fine in the sense that the map built probably answers another focus question, and so the focus question of the map should be changed to reflect this. (CmapTools provides a field for the focus question as part

of the information that is stored with a Cmap, and the focus question is displayed in the header of the window when a map is displayed, making the focus question explicit to the viewer). In the case of a school-learning environment, it may be important to have the learner go back and construct a concept map that responds the original focus question[28].

Beyond the Focus Question: Asking Students Questions [28]

Starting with a single focus question does not imply that the 'job is done' when that question is answered. Fagundes & Dutra (2006) emphasize in their work with teachers and students the importance of questioning each individual concept in a concept map (do I understand what this concept really means and its relationship with its linked concepts?) This leads to further research and searching, and to the generation of focus questions for other concept maps that may end up linked to the original map[7,20,21,22,23,29,30].

As a student is building a concept map, the teacher should probe the student to (a) find out how much the student knows about the topic and how his/her understanding evolves, and (b) help the student go deeper into understanding the subject and thereby improve, refine or expand the concept map. Unfortunately, there is little research on question-asking during concept map construction. Chacón (2006) has reported on the "pedagogical question" and its use as a mediating instrument during concept map construction. She refers to three moments during the construction of concept maps: (a) defining the context, where she proposes that questions be asked that help determine the context, such as "Why are we addressing this problem?", "Why use concept maps to solve this problem?", "Where do we find information?" among others; (b) development of the concept map, where the focus question is constructed, inquiry questions such as "where? what? who?" help establish what the student(s) already know, verification questions are used to verify whether propositions in the concept map are true or not and if they are coherent or not, and amplifying questions help find out if information is missing or concepts need to be expanded and crosslinks added; (c) awareness, where through questions the student can take cognizance over how he/she is building his/her Cmap both during map construction and when finishing the construction. Questions at this time are aimed at the metacognition, becoming aware of how the concepts and propositions are build, decision making has taken place, with students offering explanations: "I am describing...", "I am deducing...", "I am establishing a relation...", "I am applying...", "I am assuming..."[28]

The Focus Question and Dynamic vs. Static Knowledge [28]

In companion documents we have discussed how concept maps focused on events tend to be richer in explanations whereas concept maps focused on objects tend to be more descriptive ([What is a Concept? ... from a Concept Mapping Perspective](#), [What are Linking Words? ... from a Concept Mapping Perspective](#)), and examined the distinction between static and dynamic propositions ([What is a Proposition? ... from a Concept Mapping Perspective](#)). In general, concept maps showing explanations require more deep or dynamic thinking. We have observed, however, that most concept maps deal with objects, not with events, and propose that through the proper focus question, and through questioning in general, we could move towards the dynamic thinking that is required to build concept maps showing explanations.

In a series of studies, Safayeni, Derbentseva and Cañas (2005) have found that the structure of concept maps can be indicative of the level of thinking expressed in the map. For example, concept maps modeled with a circular structure (see Figures 1 and 2) lead to significantly more instances of meaningful or dynamic propositions when compared with concept maps modeled with a tree-like structure. In work presented at the Concept Mapping conferences (Derbentseva, Safayeni, & Cañas, 2004, 2006) they further report on experiments comparing two strategies to encourage the construction of more dynamic relationships: the use of quantifiers on the root concept of a concept map and a dynamic focus question. Interestingly, although a more dynamic focus question has an effect on the nature of the propositions generated, it is adding a "quantifier" to the root of the concept map that has the greatest impact. Although the results of the experiments are preliminary, they report on three

methods by which more dynamic thinking can be encouraged: cyclic maps, a dynamic focus question and a quantified root concept[7,20,21,22,23,28,29,30].

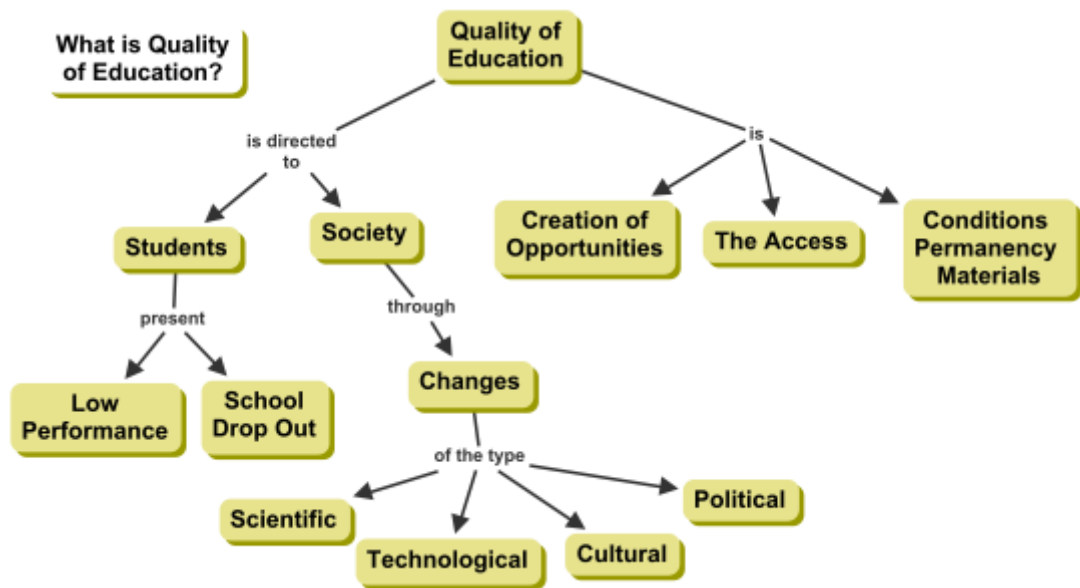


Figure 3.2: Tree-structure concept map generated from a static focus question[28]

We have started applying these ideas in our work with concept mappers, and have found that although a more dynamic focus question can generate a more dynamic map, concept mappers often ignore the question’s nature and construct a declarative concept map. Adding a “quantifier” to the root concept, as reported above, tends to force the mapper to generate a more dynamic set of propositions. This is shown in two concept maps on the topic “Quality of Education” constructed by teachers during workshops, where the concept map in Figure 1 was constructed from the focus question “What is Quality of Education?” and was not given a root concept, resulting in a declarative type map, and Figure 2 was constructed from the Focus Question “What are the Effects of an Increase in the Quality of Education?” and a root concept of “Increase in Quality of Education” (an event), resulting in an interesting cyclic map based on dynamic propositions.

Lets not misinterpret our recommendation for more dynamic concept maps as implying that declarative concept maps are no good and should be avoided. There is room for both types of representations, both declarative and explanatory. A good descriptive map will definitely show understanding by the map builder. We are emphasizing the need to not stop there and move on to also elaborate maps that are more explanatory[7,20,21,22,23,29,30].

The relevant final stage for the study was the analysis and the interpretation of the results obtained, which completed the general image over the quality assurance of educational system, as first step to improve the access of youth to Romanian Labor Market marking the positive and negative aspects with the problems that determine a defective system influenced by factors that are internal and external to the respective region.

Using the statistical data available, we have indicated the index of accessibility to Education [20] (calculated by Tudora D.), the values being represented on accessibility maps to different types of educational services, starting with the ones that are compulsory, primary and secondary, up to the facultative ones, college and higher education (academic and post academic). Besides the accessibility of the population to educational services, we have indicated other basic indicators to emphasize the major disparities existent, at regional level, between the two spaces. One is the gross rate of school inclusion or indicators based on Tudora's research [20] when she made comparative analysis regarding the human resources (the average number of pupils/teacher) and the material resources (the number of schools from the pre-academic education).

By using the descriptive analysis of the data, we presented the distribution of the values for the indicators calculated in relation to the standards or the reference objectives established by the National System of Indicators for Education. In addition, by processing the statistical data regarding quality of education, we obtained the necessary information to describe the functionality and the level of performance of the educational system and to examine the evolution in quality assurance of education in time and space [20].

4. RESULTS AND DISCUSSIONS [7, 20, 21, 22, 23, 26, 27, 29, 30]

Evaluation of the quality of education

The quality of education is an entity consisting of various components.

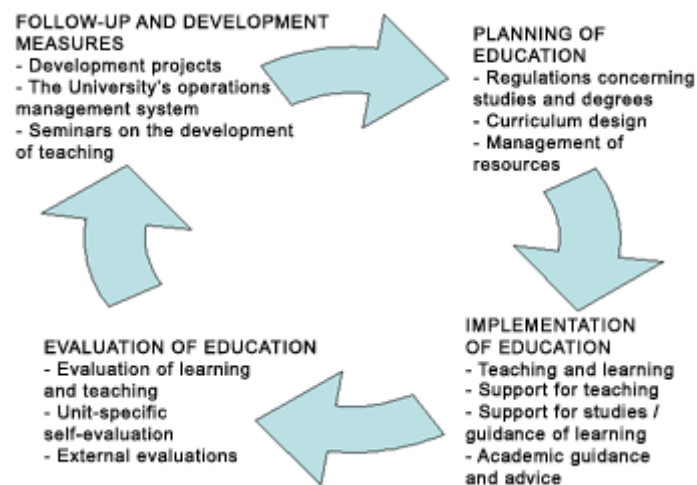


Figure 4.1: [26]

- Quality assurance in the faculties and departments**
 A significant part of measures concerned with assuring the quality of education take place in the faculties and departments in the form of the procedures that are followed in the planning, implementation, evaluation and development of education and teaching.
- Strategic planning and operations management**
 The focal starting points of education are defined in the University's Strategic Plan and in the Programme for the Development of Teaching and Studies. The evaluation of education and development measures, as well as the evaluation of the attainment of set objectives, is part of the University's management system, strategic planning and operations management.

- **Networking and University-level guidelines**

The University Senate decides on the most important guidelines on educational policies, which are prepared by the University's Academic Affairs Committee. The guidelines are prepared in cooperation between various experts (including faculty heads of academic affairs, vice-deans in charge of academic affairs and the Student Union)

Distribution of responsibility for the quality of education [20, 21, 22, 23, 26, 29, 30]

- The provision of education is managed in the departments, as a whole. The School is responsible for the overall quality and resourcing of education.
- Faculties are responsible for the quality of their degrees, the attainment of agreed objectives, and for the allocation and prioritizing of resources.
- Departments are responsible for the quality of teaching and completed studies in their fields. More specifically, their responsibility encompasses curriculum design, setting learning objectives and defining field-specific learning assessment criteria and methods, and ensuring the professional qualifications and competence of their teachers.
- Each teacher is responsible for the quality of his or her teaching and for the assessment of learning outcomes as part of the teaching duty.
- Each student is responsible for the progress of his or her learning and studies

International evaluation of education [7,20,21,22,23,29,30]

The strategic aim of our school is to reinforce its position among leading European schools both in research and teaching.

Self-evaluation

The faculties and departments regularly evaluate their own teaching activities against the common goals and development challenges of the school community. Evaluation is part of the school's operations management process, in addition to which the school has a separate tool for self-evaluation, the Teaching Evaluation Matrix.

The Teaching Evaluation Matrix investigates teaching and its planning, implementation and evaluation as comprehensively as possible from the point of view of the entire faculty or department. Each aspect of teaching is considered in the light of a four-level framework, which sums up the spectrum of quality from passable to excellent. The definitions of quality are based on the School's Strategic Plan and the Programme for the Development of Teaching and Studies.

Centers of excellence in teaching [7,20,21,22,23,29,30]

The school rewards its faculties and departments for high quality teaching by selecting every three years centers of excellence in teaching and granting these departments or institutes performance-based funding. The evaluation of performance is based on the self-evaluations of the quality of teaching conducted at the departments. The assessment criteria consist of the criteria compiled in the Teaching Evaluation Matrix, which specifies in concrete terms the School's strategic aims and development challenges. All the departments that submit a proposal for performance-based funding will receive feedback as part of the evaluation process.

Awards

Teachers' Academy

The Teachers' Academy is a network of teachers who have invested their time in the development of teaching, teaching skills and students' learning processes. The establishment of the Academy is an indication of the value the school community places on the quality of teaching.

Outcomes of the evaluation

The evaluation of education and development measures, as well as the evaluation of the attainment of set objectives, is part of the School's strategic planning and operations management processes.

The results of the evaluation are transferred to the following processes [7, 20, 21, 22, 23, 29, 30]:

1. The development challenges noted in the evaluation report will be considered in the preparations for the next strategy period.
2. The faculties will plan development measures which will be discussed in target negotiations between the Headmaster and the relevant units.
3. The faculties will devise three-year target programmes.
4. Reports will be drafted of the implementation of the target programmes and development projects.[28]

On the one hand, the scope of this paper is to present low results of quality educational sector, with implications for jobs of youth in the rural area from the Land of Severin, and to apprehend the way in which the spatial distribution, mainly deficient, of some general social services, leads to the occurrence of territorial disparities aimed to keep different chances of human development for the social categories considered equal from the political point of view (Tudora, D., 2009) [7,20,21,22,23,29,30].

On the other hand, we present high results of quality educational sector in two educational units where Romanian students are brilliant. That means good jobs for our young people [20]. The synthetic index of accessibility to education has the advantage to estimate the accumulation of social capital (Flores M., Rello F., 2003; Putman R., 1993; Coleman J., 1988), being calculated using the following formula:

$$A_{ed} = A_{ep} + A_{ep} \times A_{eg} + A_{eg} \times A_{es} + A_{es} \times A_{eu}$$

where: A_{ed} represents the accessibility to education; A_{ep} is the accessibility of the population to primary educational services; A_{eg} represents the accessibility to secondary education; A_{es} represents the accessibility to high school education; and A_{eu} represents the general accessibility index to services of higher education. Each of these partial indicators was calculated using specific formula regarding the accessibility of population to different levels of education and the local and regional polarizing centres.

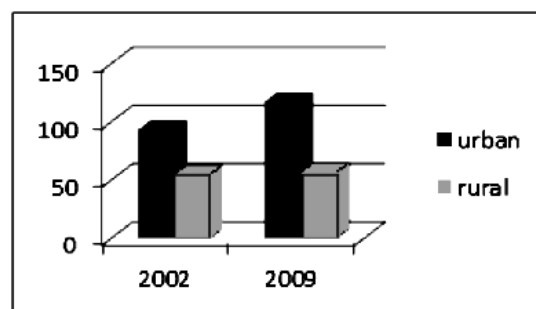


Figure 4.2: [20]

The gross rate of school inclusion for all education levels, expressed in percentages, represents the total number of kindergarden children, pupils and students included in all levels of education, irrespective of their age.

The rate is calculated as ratio between the total of registered pupils and the population having the official age corresponding to all levels of education (3-23 years old)[20].

It is calculated using the following formula:

$$RBC^t = \frac{E_t}{P_{tv}} \times 100$$

Where: RBC^t – the gross rate of school inclusion in all levels of education in the academic year t ; E_t – the total number of pupils and students included in all levels of education, irrespective of their age, in the academic year t ; P_{tv} – the total population having the official age corresponding to all levels of education (3-23 years old), in the academic year t [7,20,21,22,23,29,30].

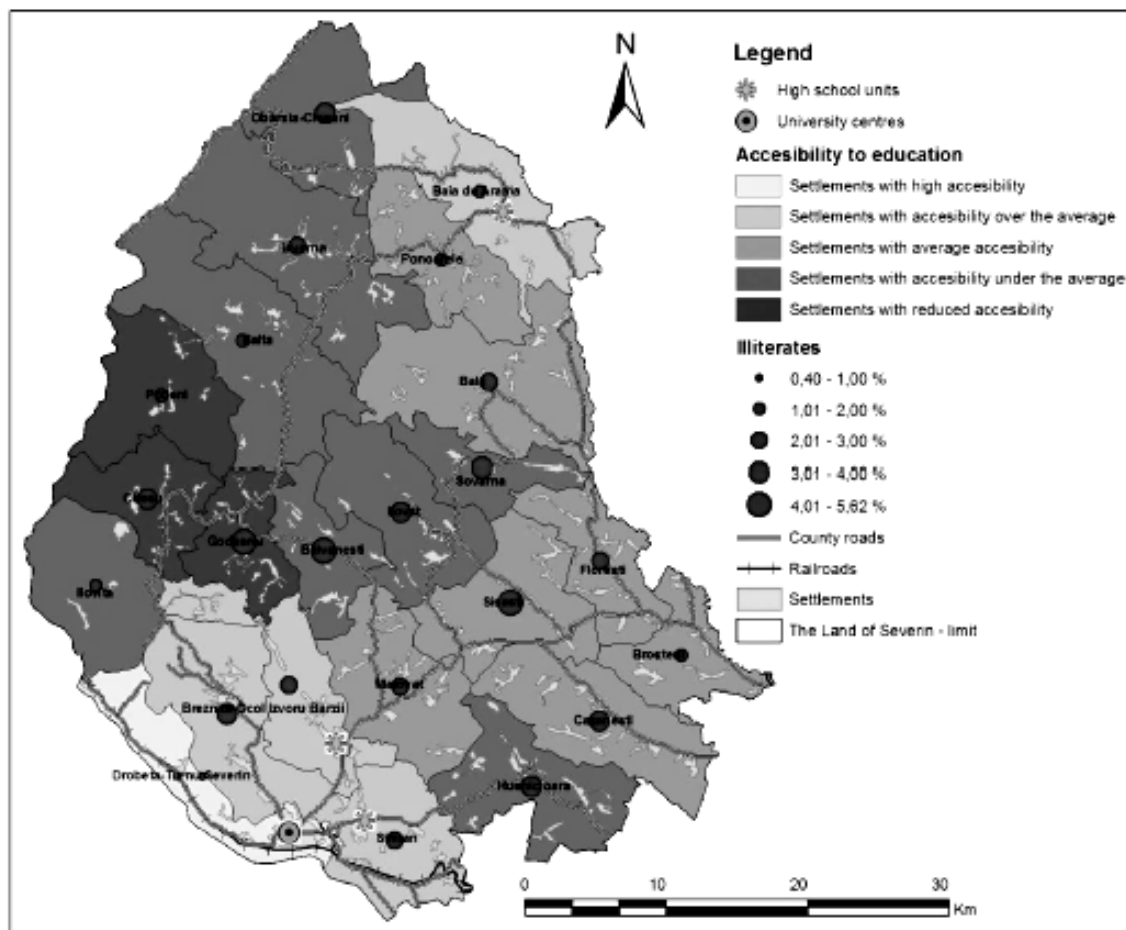


Figure 4.3: [20]

The human capital is of great importance for development, and the development and the diversification of the economy in the Land of Severin, especially in rural areas, depend on the level of education, skills, and qualification [20].

Although the improvement and the maintenance of an adequate level for the basic infrastructure is an important element in the social-economic development, the professional formation is the basic pillar for a healthy development [20].

Clasa	Medii între 5,99-7,00	7,00-8,99	9-10
XII A	0	17	13
XII B	0	12	14
XII C	0	17	10
XII D	0	20	10
XII E	0	16	8
XII F	0	18	9
XII G	0	11	18
XII H	0	21	9
XII I	0	7	22
TOTAL	0	122	113

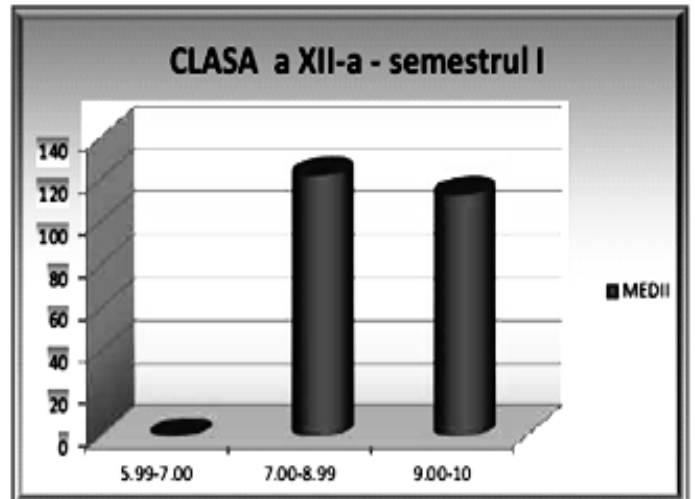


Figure 4.4: [20]

When we talk about quality assurance of education at "Virgil Madgearu" Economic College from Bucharst we can see very good results [20].

Raport privind starea și calitatea învățământului

An școlar 2010-2011

Facultatea					Facultate particulară		Facultate străinătate		Încadrat pe piața muncii		Respinși bacalaureat	
Total	Stat Buget		Stat Taxă									
262	118	45%	89	34%	34	13%	6	2%	11	4%	4	2%

SITUAȚIE ABSOLVENȚI 2011

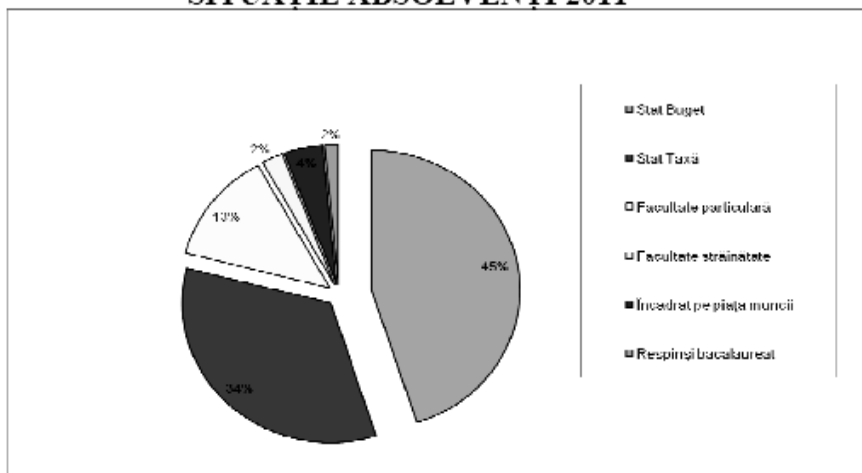


Figure 4.5: [20]

At one of the most valuable in the world universities, Princeton University, was established in the last 20 years an interesting Romanian nucleus by remarkable members: Liviu Iftode- PhD Professor, Department of Computer Science, Rutgers University; Radu Popescu - Ph.D., P.Eng., Consulting Engineer, URS Corporation, Research Professor, Faculty of Engineering & Applied Science, Memorial University of Newfoundland; Ana Caraiani - Ph.D. Harvard Department of Mathematics [7,20,21,22,23,29,30].

5. YOUTH UNEMPLOYMENT AND VOCATIONAL TRAINING [7, 20, 21, 22, 23, 29, 30]

There are some general points to be made which are relevant for most medium- and low-income countries [7].

- *Promoting general education*
- *Stimulate the creation of formal and sustainable jobs*
- *Modernize vocational school*
- *Bring academic education closer to the private sector*
- *Starting from regional or sectoral clusters*
- *Upgrading vocational training in the informal sector*

5.1 Challenges of the German dual vocational training system [7, 20, 21, 22, 23, 29, 30]

Germany and many neighboring countries are characterized by 'dual' vocational training combining work experience, learning on-the-job and classroom education as the dominant pathway from school to work. Apprenticeship graduates generally have a smooth transition into employment [23].

Five features lying at the core of Germany's quite successful dual vocational training system have been identified. They are partly being implemented by the above mentioned organizations and their partners abroad. However, one should note that it is impossible to merely copy the system as a whole due to differing institutional and economic structures.

First, a **close cooperation between government and economy** (mainly the private sector) is indispensable if functioning vocational education structures are to be established.

Second, **'learning while working'** in workplace training conveys practical skills to the trainees and enhances their future employability. It also secures that the skills learnt match current labor market needs efficiently. At the same time, young people as well as trade unions should be willing to accept lower temporary earnings in exchange for quality skill acquisition.

Third, **society should accept common standards** that both employees and employers have to meet in order to provide for comparable outcomes at the end of the vocational training phase so that job movements between companies become feasible.

Fourth, **qualified teachers contribute to a successful procurement of general skills** in the school-based training.

"Curricula for general education at vocational schools are essentially developed by the individual *Länder*. The Federal Agency for Employment (BA) is responsible for consultancy on and provision and promotion of vocational education and training for young people and companies, on the basis of the *Sozialgesetzbuch III* (SGB III)" (Hippach-Schneider, Krause and Woll 2007, p. 19-20). Employer and employee representatives contribute to facilitating examinations and ensuring that training venues fulfill all required criteria for vocational training [23].

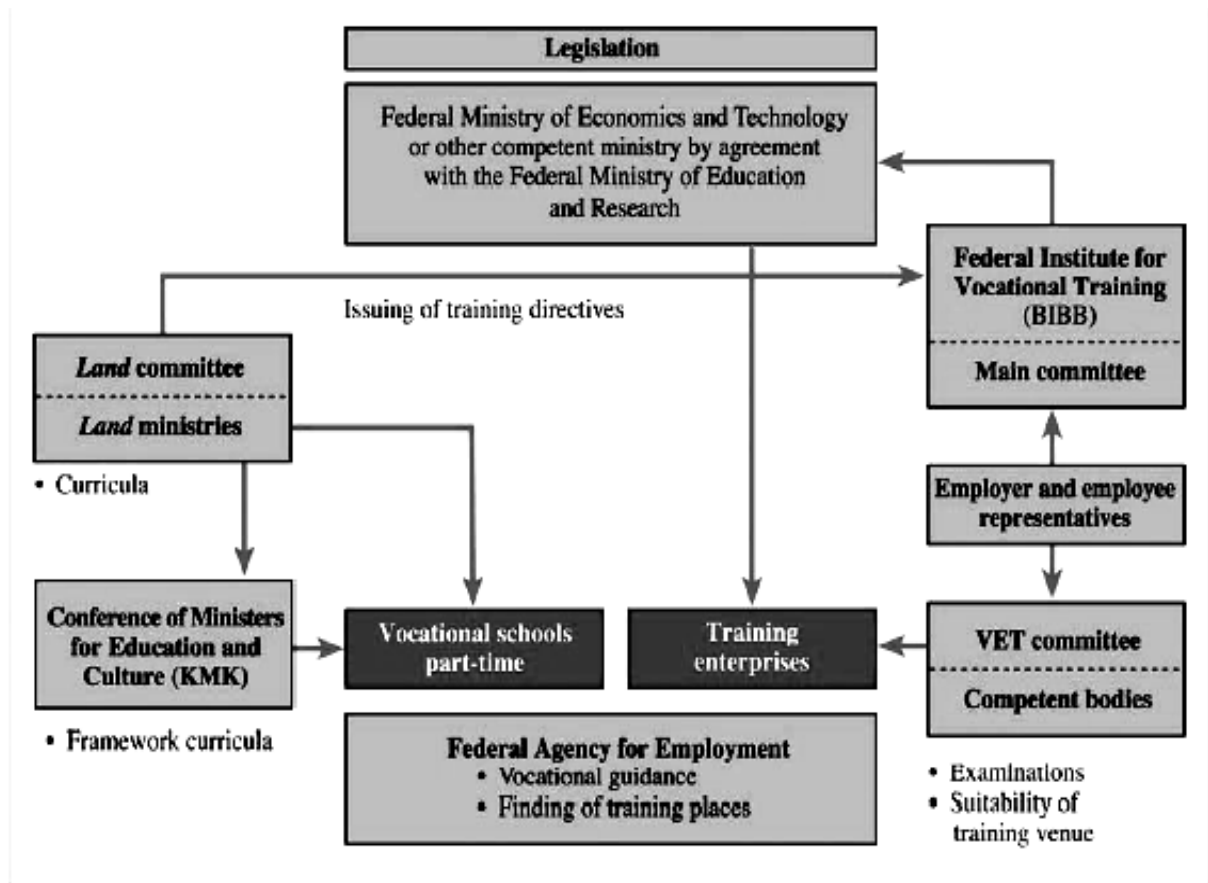


Figure 5.1 [23] Responsibilities in the field of vocational training

Source: Federal Institute for Vocational Education and Training, 2006 in: Hippach- Schneider, Krause and Woll 2007, p.18.

5.2 Transition Countries: Russia and Eastern Europe [7,20,21,22,23,29,30]

1. In the aftermath of the transition, young people in Eastern Europe were among the losers of the transition to a market economy. Despite some improvement the situation remains difficult. Among those young people who work, many do so in second-best jobs (with lower wages and high turnover) or in the informal labor market. Since the early 1990s, the returns to education have risen rapidly. Similarly, the employment prospects have improved with education, leading to an increase in secondary and tertiary education enrollment (especially in the EU new member states).

2. With the industrial restructuring, the communist vocational training system came to an end, and the dual apprenticeship system of the socialist era was replaced by school-based training. The lack of on-the-job training or coordination of employers and training providers led to an increase in skill obsolescence and mismatch as well as increasing skills shortages.

3. The poor labor market prospects combined with the increased returns to education and the inadequacies of the vocational training system set in place during the transition are factors explaining the increase in the relative demand of general secondary education granting access to tertiary education. Creaming the most socially advantaged students towards the academic track is exacerbating social inequalities [23].

Youth unemployment is a relatively recent phenomenon in the countries of Central and Eastern Europe. And similarly to the dynamics of the overall unemployment rate, there was a downward trend in youth unemployment during the first decade of the century, interrupted by the 2008 financial crisis. The crisis drove a considerable rise in youth unemployment in Central and Eastern Europe, from 21% in 2007 to 27% in 2009 (unweight data) (Koettl, Oral and Santos 2011).

While the virtual collapse in the demand for labor explains the surge of youth unemployment in the transition region in the 1990s, its dynamics in the later periods was more and more closely determined by the institutional aspects of the labor market as well as of the education

system. Recent analyses suggest that institutions, such as employment protection and ALMP indeed play a role in defining youth unemployment in the region. In particular, stricter employment protection is associated with higher youth unemployment, and larger spending on ALMP is associated with lower youth unemployment (Lehmann and Muravyev 2012). Overall, however, the countries of the region have a rather modest level of the rigidity of labor market institutions. For example, employment protection in most transition countries is less stringent than in the old EU member states and much less stringent than in the countries of Southern Europe. This is often coupled with poor enforcement of labor laws in Central and Eastern Europe and similarly to the dynamics of the overall unemployment rate, there was a downward trend in youth unemployment during the first decade of the century, interrupted by the 2008 financial crisis. The crisis drove a considerable rise in youth unemployment in Central and Eastern Europe, from 21% in 2007 to 27% in 2009 (unweight data) (Koettl, Oral and Santos 2011) **[7,20,21,22,23,29,30]**.

Overall, however, the countries of the region have a rather modest level of the rigidity of labor market institutions. For example, employment protection in most transition countries is less stringent than in the old EU member states and much less stringent than in the countries of Southern Europe. This is often coupled with poor enforcement of labor laws in Central and Eastern Europe (Eamets and Masso 2005) [23].

The migration of the human capital increased all over the world [7]. The international mobility of the human capital follows the pattern of "brain circulation", which implies to a great extent immigrants temporarily qualified. In the developing countries, including the ones specific to the area in the South-East of Europe, mobility is, for the most part, in the form of "brain drain", which is an international transfer of unidirectional highly educated professionals. This second category of the people educated on a permanent basis is the object of the present study. Starting from the form of migration called brain drain, we gradually reached the form of migration of young men for study, which we generically call "intelligence migration". The migration of young Romanians is nowadays one of the crisis social solutions for critical life situations with short-term advantages **[7, 20, 21, 22, 23, 29, 30]**.

The study argues in favor of promoting vocational education and training tailored to labor market needs, but taking into account peculiar starting conditions found in a given national or local context. While good education and training can contribute to economic productivity and social cohesion, vocational education and on-the-job-training with young workers and companies also need to involve governments, social partners or other societal actors to be stable and effective.

Challenges, but also capacities to act vary across countries and world region, depending on economic, institutional and societal context. Yet, there are some general points to be made which are relevant for most medium and low-income countries **[7, 20, 21, 22, 23, 29, 30]**.

6. YOUNG PEOPLE, MIGRATION AND SOCIAL CHANGE IN ROMANIA [7, 20, 21, 22, 23, 29, 30]

The external migration from Romania is a phenomenon that started after December 1989 and for the past years Romania has become one of the most important origin countries of the East- European migrants [7].

Most Romanians who choose to emigrate are young men with a high degree of education and only a small part come from ethnic minorities. According to the data supplied by Caritas Romania and Caritas Italy, half of the Romanians who emigrate are between 22 and 44 years old, of which three quarters are high school graduates and a quarter are university graduates (Pittau, Ricci and Timșă, 2010, p. 14) **[7,20,21,22,23,29,30]**.

The characteristics of the Romanian emigration include the characteristics of the "brain drain", thus those of a selected emigration, including mainly highly qualified workers rather than less specialized workers. The flow of professionals and highly qualified workers from the past years has become a notable phenomenon. According to the National Institute of Statistics, the percentage of emigrating university graduates increased from 6% in 1990 to 23% in 2002. According to a study of UNESCO Higher Education Statistics, the number of the Romanian young men studying abroad increased by 56% during the last decade, becoming over 22,000 in 2009. Until the beginning of the global economic crisis, their number increased by 52%. According to the representatives of the educational fair Romanian International University Fair (RIUF) and the years 2010 and 2011 follow the same ascending route regarding the young Romanians' desire of studying abroad (Murgu, 2011). In an estimation of the qualification rate

of the stock of immigrants, or the proportion of qualified migrants from the total number of migrants and the comparison to the autochthonous resident proportion, the result is a surprisingly significant difference between groups in favor of the Eastern countries: in Germany, the qualification rate is 13%, while in the former U.S.S.R. is doubled to 27%, in Hungary it is 22%, in Romania and the former Czechoslovakia 21%, in Poland 19%, in Bulgaria 17%. It is noticeable that this rate is high in Romania (21%) (Figure 13).

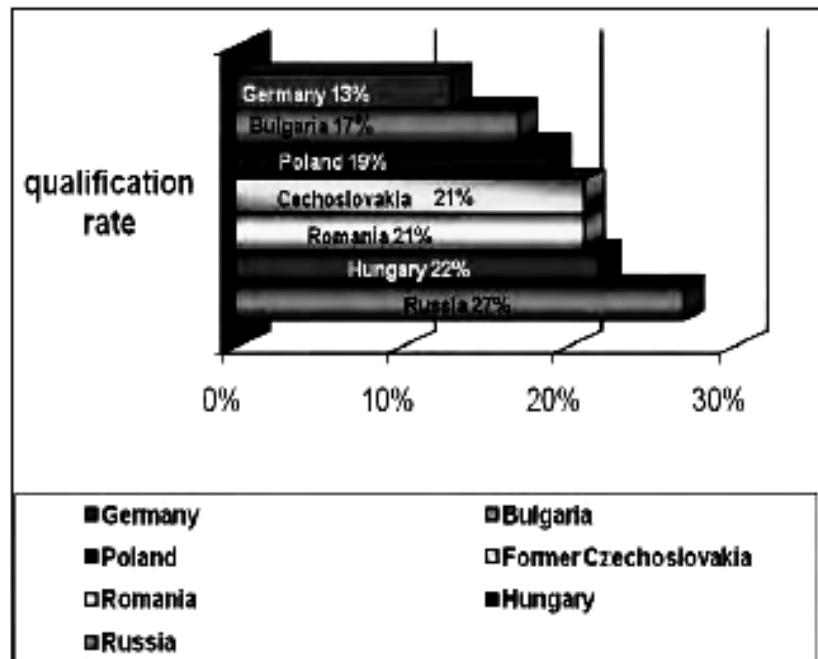


Figure 6.1: [20] Qualification rate (or the proportion of qualified migrants in the total number of migrants and the comparison to the autochthonous resident population)

Source: According to the data on <http://www.econtext.ro/eveniment--2/social/numarul-tinerilor-romani-plecati-la-studiu-in-strainatate-a-urcat-cu-52-in-ultimii-zece-ani.html>

What is interesting is the quantification of the consequences of the intelligence migrations on the economies of the origin countries especially as in most cases of these migrations people have no choice but to work in fields under their professional formation level[7]. This phenomenon is called "brain waste". As we will ascertain from the outcomes of the study achieved in Italy, most (42%) students state that they do not want to return to their origin country, while actually the highly qualified want to remain in their own country in certain life and labor conditions. This happened starting with 2008, along the beginning of the economic crisis, while 23% of the Romanian population was running the risk of poverty, namely having incomes below the threshold of poverty (Eurostat, 2009)[7].

The analysis of the migration phenomenon among Romanian young men, namely among the young men that go to Italy to study started from the interview done in the summer of 2010 in Bologna, Italy, with Ioan Eugen Popițiu, the coordinator of the Italian Branch of the League of Romanian Students Abroad. The purpose of the research was to analyze of the reasons for which this special segment of the Romanian immigration does not want to return to Romania after CES Working Papers 330 The descriptive character of the overview of some studies in the field illustrates the main national changes regarding the situation of the Romanian young people and the values that dominate this young segment of Romania nowadays. A series of data is presented from studies achieved between 2005 and 2011 in Romania and Italy, for the age category 18 – 35 years [7]. Romanian young men go abroad to work and study, as in their origin country their true value is not appreciated. The study "Romanians and the Migration of the Manpower to the European Union"*, discusses by Stoian in a national newspaper, shows that the main reason of the Romanians' departure is the need of esteem (Stoian, 2005). The top of the favorite destinations of the Romanians who emigrate is, according to the quoted source, made of countries such as Italy, Spain or Germany. The young men between 19 and 35 years old and high school graduates have the most acute feeling of lack of value appreciation. Hence, according to the study, 85% of the respondents said that they knew personally someone who worked in a country of the European Union, of

whom 29.5% asserted that they knew someone in Italy, 22.4% in Spain, and 13.5% in Germany [7, 20, 21, 22, 23, 29, 30].

The study was achieved between September 20th and November 1st 2005, on 884 persons, mostly young men between 19 and 35 years old (49.43%), who responded to questionnaires in the counseling offices for citizens all over the country [7].

Germany is included in the top of the favorite work destinations, first of all due to the Romanians' impression regarding Germans as a nation: we know that they are responsible people, who pay correctly; a country where you do not expect any unpleasant surprises (Stoian, 2005) [7,20,21,22,23,29,30].

Romanians (75%) want to leave to the countries of the European Union for reasons such as: a higher wage, a better life. Most reasons invoked by most questioned people as regards departing fall into the category "need of esteem": our people leave abroad to have their value appreciated, to earn the respect they do not get in Romania. The people who felt the need of esteem most frequently as an emigration reason were young people between 19 and 35 years old (77%) and high school graduates (76%). The second place is occupied, quite far from the first place, by the reasons that fall in the category need of safety, indicated by 13% of the respondents. What is interesting is the standard answer falling into this type of need, namely the search for a work place: people leave because they cannot find a job and cannot live decently in Romania. Romanian young men expressed in 2005 certain fears regarding what the integration of Romania in the European Union would bring in 2007. According to the same study previously quoted, of the total number of people that in 2005 expressed indirectly their fears regarding the integration, most are persons highly educated (48.7%) and young men (44.6%). The conclusion of the study is that people who emigrate are not necessarily the poor people from a former communist country, but professionally qualified young people, prepared to receive all the advantages of this opportunity [7].

The situation from 2008, according to the barometer created by the National Authority for Youth*, is different, meaning that young people do not want to leave the country any more. Therefore, continuing to study in the origin country and finding a well-paid job prove to be the main targets of young people between 14 and 35 years old (Bardas, 2010). Only 9% of the Romanian young men want to leave the country, while one year before the percentage was 38%. In exchange, 11% stated that their main purpose was to continue their studies and 50% stated that they wanted to emigrate as tourists, and 29% stated that they wanted to work temporarily in the host country. School is not seen by young men as having a determining role in their formation for life: 55% of the young men between 14 and 35 years old consider that the subjects taught to them in school help them only partly to find a work place. The main values important to the Romanian young men nowadays are family, personal accomplishment and faith in God, though only 1% of them value tolerance and 1% value responsibility [7].

* The research included 1.205 persons between 14 and 35 years old. † He poll was done between May 6th and 10th 2009, on 2,004 persons.

Another interesting study is the national poll "Young people and their Preoccupations"† done by the Ministry of Youth and Sports in which the adult population feels to a larger extent than young men – 41% in comparison to 38% - the lack of jobs and unemployment (Hainarosie, 2009) (Figure 2). At the same time, 28% of the young people identified corruption as one of the most serious problems that Romania is facing, while 17% of the adult population considers corruption a true problem [7].

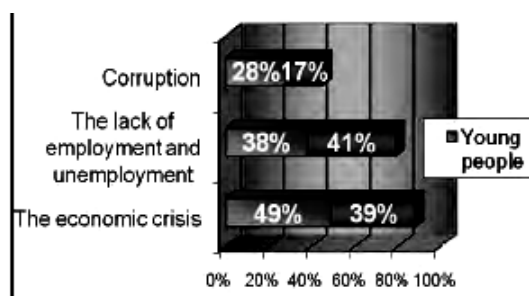


Figure 6.2: [7] The problems of young men in comparison to adults in Romania

Source: According to the data on <http://www.ziare.com/economice/tinerii-resimt-criza-economica-mai-degraba-decat-persoanele-adulte-751452>

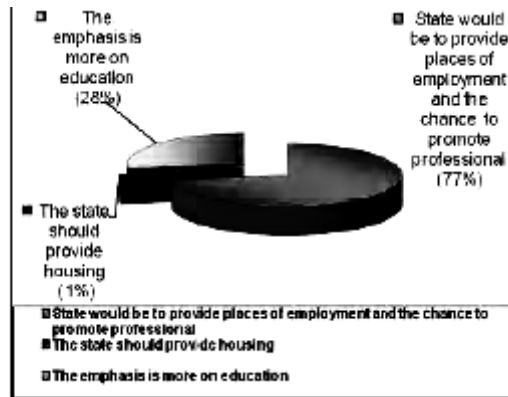


Figure 6.3: [7] The needs of Romanian young people

Source: According to the data on <http://www.ziare.com/economice/tinerii-resimt-criza-economica-mai-degraba-decat-persoanele-adulte-751452>

To young people in Romania the most important issue is professional career, which is put first by 37% of the respondents, while the objective of 1% of them is having a house. In comparison, as regards the purchase of a house, in the above quoted study, this was a dream of 90% of the young men, because of the lack of money. Asked about their needs, young people mentioned that the state is the one that should offer jobs and the opportunity of professional promotion (77%). A little more than a third considers that the state should offer houses, and 14% stated that education should be more emphasized [7].

According to the poll done in 2010 by the magazine Reader's Digest, by means of the Institute of Marketing and Polls, 91% of the Romanians with ages between 18 and 27 years consider that for the past five years the economic situation of the country has changed for the worse, almost 70% think that the quality of the educational system and of the medical services has lowered, and more than half (58%) assert that people are less civilized than five years before (Bardas, 2010)[7]. The research revealed the fact that the perception according to which the young people in Romania are confused, have not a well outlined value system and prepare, for the most part, to leave the country, does not correspond to the present Romanian reality. The most important values for the questioned young men are safety (79% of the young people placed it first as importance) and family life (75%). Only 29% of the young men dream about a thrilling life. Young people also appreciate education and skills and self-esteem – these qualities were placed by young people among the first five factors that determine the success in life, along with their influential family and friends, financial situation and good luck. The poll points out a new element related to the wisdom of these young people, which shatters the myth of the gap between generations, as most young men (almost 60%) "agree" or "somewhat agree" to the principles and life style of their parents. As regards the emigration intension, 33% of the young respondents are sure they will not leave Romania, while 17% of them are convinced that they will take this step.

7. MEASURING CHILD DEPRIVATION IN THE EUROPEAN CONTEXT [24, 29, 30]

The availability of EU-SILC data for 32 European countries of child specific indicators alongside household variables, and our experiences with monetary poverty and deprivation analyses, have inspired us to construct a child specific deprivation analysis[24]. The obvious start for such an analysis is the work of the Indicators Subgroup of the EU Social Protection Committee and the work of Guio (2009) who explored the deprivation indicators in EU SILC 2005. The results of the analysis for children based on the EU SILC data for 2009 are given in next figure.

The table shows the distribution of the number of items lacking in each country. Over all countries 78 per cent of the children lacked no items ranging from 97.3 per cent in Sweden to 19.3 per cent in Romania [24].

In general the countries fell into four groups: in the Scandinavian countries and the Netherlands less than 10 per cent of children lack one of the items on the deprivation scale (Denmark, Finland, Iceland, the Netherlands, Norway and Sweden); the large economies of "old Europe" (Germany, France, Spain and the UK) plus smaller countries like Austria, Belgium, Cyprus, Czech Republic, Ireland, Luxemburg, Malta and Slovenia show a score

between 80 and 89 per cent of children who do not suffer from deprivations measured by the scale indicators. Approximately a quarter of children in Estonia, Greece, Italy, Lithuania, Poland and Slovakia suffer from deprivation in at least one indicator compared to 40 per cent of children in Portugal, while only one fifth of children in Romania and slightly more than one third in Bulgaria do not suffer from any deprivation. Table 5 indicates the depth of child deprivation in each country and reveals the pattern of grouped countries; figures in all 14 columns indicate deprivation of all 14 items. In Bulgaria and Romania for example, respectively 1.6 and 2.2 per cent of children lack all 14 items; in Iceland 4.3 per cent lack just one item while the Scandinavian countries do not exceed four, and so on. All values of one per cent or less are omitted in the Table 1 [24].

Table 1: Proportion of children lacking each item by country [24]

	fruit	three meals	meat	clothes	shoes	internet	books	home work	festivity	friends	school trips	equipment	leisure	games
Age	1 to 16	2 to 16	2 to 16	1 to 16	2 to 16	6 to 16	3 to 16	6 to 16	1 to 16	3 to 16	6 to 16	2 to 16	2 to 16	1 to 16
Overall	4.2	0.9	4.5	5.6	4.3	7.6	4.6	5.1	5.4	6.1	6.3	6.0	11.1	4.8
AT	1.0	0.1	2.2	3.0	1.0	3.9	1.5	3.1	3.7	5.3	3.0	2.4	10.5	1.4
BE	1.6	2.1	2.7	5.9	3.4	5.4	3.2	5.1	3.0	3.0	2.8	3.2	7.2	1.8
BG	35.1	7.4	31.0	35.1	43.5	24.7	26.7	16.6	26.1	44.0	33.1	44.7	47.7	34.0
CY	0.7	0.0	0.6	0.7	0.5	5.8	2.8	3.5	4.6	2.3	0.7	2.9	6.7	2.3
CZ	2.2	0.1	3.9	4.9	2.1	7.4	1.8	5.5	2.1	2.6	3.2	5.9	4.5	2.5
DE	2.4	1.1	4.9	3.1	3.7	3.0	2.4	4.4	2.6	2.7	2.1	2.3	6.7	0.9
DK	.5	0.1	0.5	1.6	1.0	0.5	0.8	2.2	0.4	1.4	0.7	1.4	2.5	0.6
EE	9.8	0.5	5.8	5.1	4.1	4.4	3.6	3.1	4.0	4.3	3.9	6.3	5.5	2.2
ES	0.6	0.3	0.5	3.1	1.4	12.1	0.7	2.6	5.0	3.8	4.4	2.4	4.3	1.3
FI	0.5	0.1	0.0	3.2	0.9	0.4	0.3	2.0	0.0	0.0	1.0	0.7	1.3	0.3
FR	4.7	0.3	2.1	5.2	5.5	4.9	2.0	3.1	3.0	3.0	4.1	2.0	6.7	1.1
GR	1.4	0.3	4.4	0.6	0.9	15.2	6.1	11.0	10.0	4.7	6.3	5.6	10.2	3.9
HU	17.0	0.9	12.4	22.0	5.1	17.2	12.2	6.0	8.9	28.0	11.6	17.9	23.4	13.0
IE	0.7	0.5	1.9	2.6	3.8	9.9	1.1	2.2	0.9	1.1	3.6	1.2	5.2	0.4
IS	0.5	0.3	0.6	1.3	0.5	0.4	0.1	0.2	0.0	0.0	0.5	0.1	1.1	0.0
IT	2.5	1.2	4.4	6.2	2.6	5.0	6.0	9.3	6.1	6.7	6.1	4.0	12.2	4.6
LT	8.6	1.3	8.5	14.1	1.0	11.4	7.8	4.9	10.2	9.2	7.3	9.7	14.8	6.9
LU	0.3	0.1	0.6	2.4	0.5	2.1	0.6	5.5	2.5	2.7	2.7	1.6	2.7	1.0
LV	15.1	5.1	10.6	24.4	10.6	11.1	12.0	4.1	13.9	19.9	12.2	18.8	22.0	11.6
MT	2.1	4.6	4.3	6.0	2.6	3.0	1.0	3.1	3.8	4.0	.9	4.7	3.9	1.5
NL	0.6	0.1	0.7	1.4	2.5	0.4	0.2	2.7	0.5	0.6	0.2	0.4	3.3	0.2
NO	0.7	0.0	1.1	0.4	0.5	0.7	0.3	2.0	0.1	0.2	0.7	0.1	1.9	0.4
PL	6.9	0.9	5.2	3.6	3.0	14.1	8.4	4.0	11.3	7.5	10.3	9.3	19.2	7.7
PT	4.3	2.1	4.7	14.1	4.6	14.8	12.0	12.3	11.6	19.7	11.5	7.4	26.6	10.8
RO	24.2	4.0	29.2	25.4	19.0	32.9	32.9	21.7	34.2	37.0	48.2	57.8	64.4	52.7
SE	0.1	0.1	0.1	0.4	0.9	0.2	0.3	1.6	0.6	0.7	0.4	0.6	1.1	0.2
SI	1.6	0.2	2.1	9.9	2.1	2.7	1.0	4.3	2.4	1.8	1.4	0.5	7.9	0.8
SK	10.2	3.1	13.5	12.9	7.0	13.1	9.4	6.9	7.5	11.7	10.7	11.3	6.9	6.3
UK	1.0	0.3	0.5	1.8	2.5	4.6	0.4	2.2	0.9	1.5	2.2	1.4	6.5	0.7

This table provides the basis for the European Child Deprivation Index. The table shows the distribution of the number of items lacking in each country. Over all countries 78 per cent of the children lacked no items ranging from 97.3 per cent in Sweden to 19.3 per cent in Romania.

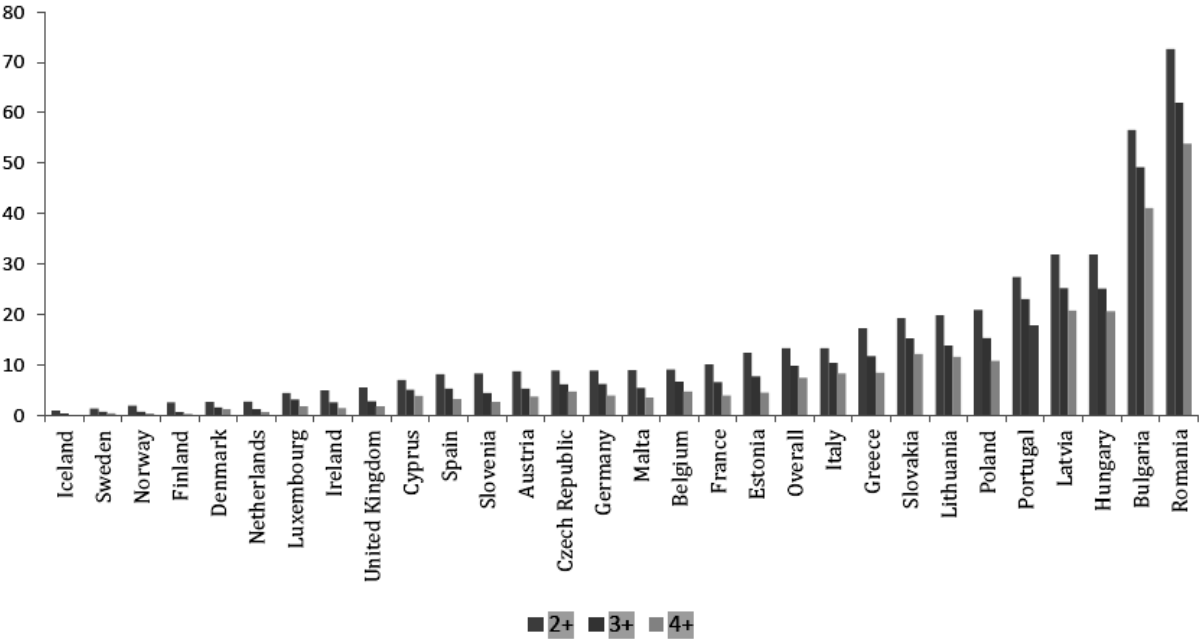


Figure 7.1: [24] Countries by number of child deprivation items lacking ranked by 2+

A general problem with the items available relates to the degree of variance in the items for the richer countries (this also explain why the scale performs worse for these countries). This may reflect a technical measurement problem (we have no items that allow to identify the deprived children in richer countries) or the fact that there simply are few deprived children in richer countries.

8. CONCLUSIONS [20, 21, 22, 29, 30]

Innovation and competitiveness of education can contribute to overcoming socio-economic disadvantage of youth. But it may also perpetuate it. Inequity in education and training brings huge costs. These are often hidden, but are no less real. Ensuring equity of access, participation, treatment and outcomes must therefore remain a priority [20].

Brilliant children, fascinating students [20]- here it is a charming reflection of the power of intelligence and critical thinking. We talk about a real story, with revolutionary teachers. They show that all of us have the ability to increase the brilliant and fascinating students.

It is a first step of a new education which aims to develop the highest characteristics of each person: critical consciousness, responsibility, decision-making capacity and tolerance and, especially, the ability to dream and to action [22].

Our Intelligence Educational Units prepare executives, educators, doctors, psychologists, lawyers, academics and anyone interested to broaden the horizons of the mind, the emotional reactions to educate and improve quality of life [20].

The economic integration of Romania into European Union is important for the sustainable development of our country not only under the circumstances of traditional models of economic growth, but in the light of the increasing role of knowledge-based society and digital

economy, the core of which are the increasing contribution of intellectual property represented by large variety of intangible assets [21].

The narrowing of digital divide, technological gaps and R&D discrepancies between Romania and the developed member states of the EU is depending to a greater extent of promoting in our country the increase of the quality and the contribution that could be obtained by an increasing amount of intangible assets [21].

Teachers need better professional preparation and continuing development. This will improve education and training outcomes. Involving teachers and trainers in innovation and reform is also very important.

The way to follow is [20,21,29,30]:

- More education to raise the qualifications of young workers;
 - On-going training to upgrade skills to keep pace with changing needs;
 - Extension of the retirement age and removal of disincentives to work beyond the retirement age;
 - Policies and incentives to facilitate part-time work so that those who are unable or unwilling to work full-time can still participate in the work force.
- Implementing lifelong learning to achieve efficiency and equity;
- Near innovation and creativity, education is a key element of the knowledge triangle [22, 29, 30];
 - Education is fundamental to the knowledge triangle, to boosting jobs and to growth the economy.

Pre-Universities are the heart of the triangle. Centers of excellence which focus on teaching, research and knowledge transfer is vital. Much more needs to be done to enable higher education and business to work in partnership [22]. In the youth labor market; research and innovation need a new broad skill. The key competences, particularly those relating to entrepreneurship, creativity and learning-to-learn, must be developed in all systems and levels of education and training [20]. Reflections on an updated strategic framework for European cooperation in education and training should therefore start now. Give the crucial role of education and training to the Strategy for Jobs and Economic Growth.

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