

CRITICAL ANALYSIS OF THE EDUCATION FORMS FOR THE EMPLOYEES IN THE BUDGETARY SYSTEM

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Abstract—In the paper we present the analysis of the continuing education forms to the employees in the budgetary system, in Romania.

The objectives of the analysis are:

- the evaluation of the general current situation of the need for learning (cause-effect problem tree);
- the determination of the continuing education forms role in Romania;
- suggestions and recommendations for the employees in the budgetary system to access the continuing education forms. the individualized development plan.

After we investigated the continuing education forms to the employees from the budgetary system we found the following trends:

- the continuing education is very necessary in any form of education;
- decreases the number of the employees in the budgetary system because of the staff reorganization;
- all the education forms have an important role in the continuing education for the employees in the budgetary system participate especially to the courses financed from European funds.

Keywords—human sustainable development, continuing education, budgetary system.

I. INTRODUCTION

THE employee's contribution in the economic processes remain decisive even if the evolution of the technologies is fast. The employee must be concerned about continuing education, particularly vocational training, to recover the gap caused by the pace of updating knowledge and linking them with the knowledge and skill necessary for the activities carried out. We designed an analysis methodology of the education forms for the employees in the budgetary system. The methodology includes the following steps:

1. The evolution of the number of employees in the budgetary system (2008-2010);
 2. Determining the role and the efficiency of the continuing education in Romania;
 3. Assessment of the current state of the general need for learning;
 4. Proposal of human sustainable development plan.
- We represent the schematic methodology proposed (Fig. 1):

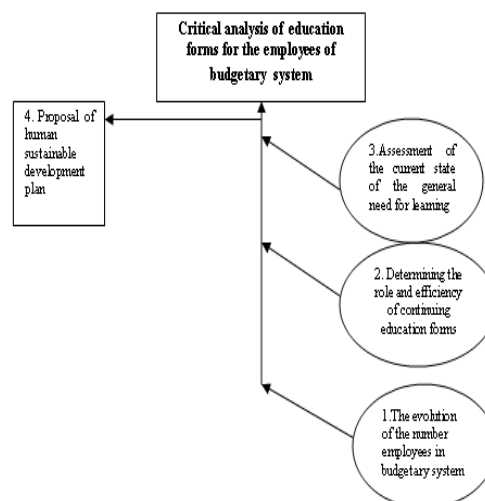


Fig. 1. Critical analysis of the education forms for the employees in the budgetary system

II. THE METHODOLOGY STEPS

A. The Evolution Of The Employees Number In The Budgetary System (2008-2010)

The labor market is constantly changing, with influences of the employee and the employer and the

sustainable community regarding the learning needs and the education forms.

In the current economy of Romania, services occupy an important place (education, health, social services).

Human resources handle in the industry 31,8%, in the service sector 40,2% and agriculture 28% (National Institute of Statistic, 2010).

In the budgetary system, the information and the communication are essential that a great importance returns to the quality of the relationships between provider and customer. The employees training for such work are different than in the other areas of training. The necessary skills for the job are more behavioral than intellectual character.

In the current context, the individuals and the organizations, continue to manifest interest for the continuing education, necessary to ensure the sustainable development of contemporary human and keeping up with the permanent changes on the labor market.

According to the Ministry of Finance, the number of employees in the budgetary system is slumping due to the "block work stations"(table I).

TABLE I
THE NUMBER EVOLUTION OF EMPLOYEES IN BUDGETARY SYSTEM
(2005-2010)

Year	Number of employees
2005	1 232 622
2008	1 398 758
2010	1 266 550

Source: Ministry of Public Finance, 2011

B. Determining The Continuing Education Role In Romania

Education in Romania wants to meet the European Union requirements:

- provide access to low-cost education;
- implementation of the best practices in the educational field;
- the adoption of digital technologies.

The continuing education unites all the education forms – *formal education* (made by educational institutions), *non-formal education* (outside school, operated by the cultural institutions, the media), *informal education* (spontaneously developed in various social groups) [3].

Thus it is necessary to identify the education forms in Romania and to determine the role of these.

- 1) **Formal Education** is that which takes place in the education and vocational training institutions and covers all the levels of education [2].

To ensure the basic skills (the computer skills, foreign languages, and social skills) is required a more advanced educational training.

It was noted that it is necessary a correlation between the educational system with the demands of the labor market, to realize the link between them.

The quality confirmed of the educational system represents an advantage of formal education compared system, in the interest areas, such as information technology, foreign languages, economic and entrepreneurial education, education for democratic citizenship, education for health, management, parents education and to the other forms. To be informed is not enough, you have to use the information and capitalize the opportunities.

Formal education in Romania takes place in schools, high schools, universities.

Order number 3062 of 18.01.2000 on the implementation of the Adult Education Programs, organized by schools and high schools, stipulates the following: "adult education programs offered by schools, high schools in correlation with the identified local needs addresses mainly to:

- a) the complete basic adults education (including literacy), who, for various reasons, have not completed the compulsory education;
- b) professional training education of the adults in the professional formation system and the professional conversion;
- c) the adults preparation in permanent education system, in the interest areas, such as information technology, foreign languages, economic and entrepreneurial education, education for democratic citizenship, education for health, management, parents education and the others“.

- 2) **Non Formal Education** - includes some educational activities organized outside the set formal system, intended to serve the training objectives of persons [2].

"Peer Education" is a non formal education who represents the exchange of information, attitudes or behaviors by fellows [3].

The employees ask for what professions are they trained in this period of crisis on the labor market when the routine work is substituting for creative work, using innovative tasks. And also what areas they need to choose for continuing education.

In this context, mobility of the employees is an important factor of sustainable human development in the human resources orientation to industry.

- 3) **Informal Education** represents all the information facing employees day by day.
"Typology of the field action in the adult education is very large [7]:

- professional education (professional training);
- education for democratic citizenship;
- education of literate adults;
- education for spending free time.

According to the study "The macroeconomic and budgetary evolutions and perspectives" [8] the employers interest areas do not overlap with the employees interest areas.

In the table II we present the interest areas to each beneficiaries of continuing education.

TABLE II
THE INTEREST AREAS FOR THE CONTINUING EDUCATION OF
EMPLOYERS AND EMPLOYEES

Interest areas for the employers	Interest areas for the employees in the budgetary system
a. ongoing professional training; b. information technology; c. foreign languages; d. communication; e. continuing professional development; f. reconversion.	a. completing basic education (literacy); b. ongoing professional training; c. economic and entrepreneurial education; d. education for democratic citizenship; e. education for health; f. parents education.

The training on the job is an informal education method and represents the "alternative educational institutions which erode the monopoly of educational institution [7].

Training on the job is preferable for employers and employees because it has some benefits presented in the table below.

On the basis of the analysis carried out, we will make a parallel between the three education forms to emphasize their differences, complementarity and efficiency (table III).

The conclusions of this analysis are:

- ❖ The three forms of education are interlocked and completes the forming a global system who offers each individual variants of use;
- ❖ We can learn in the institutional framework as well as in informal and non formal education framework;
- ❖ Access to all forms of education is "an extension of the training" (European Commission, Brussels);
- ❖ Formal education is the home base of continuing education;
- ❖ The non formal and the informal education enrich the knowledge acquired within formal education.

C. Assessment Of The Current State Of The General Need For Learning

The labor market is constantly changing and therefore the knowledge, the skills and the competences portfolio must be updated regularly.

TABLE III
PRINCIPLES AND METHODS OF THE EDUCATION FORMS IN ROMANIA

Education forms	Principles and methods
Formal Education	Principles: - the finality is the accumulation of new knowledge; - take place in the public or private educational institutions; - too much knowledge and some knowledge cannot be applied on the job; - insufficient time available for the teacher; - are obtained the national and international graduation certificates for certain situations; - influence the individual options for their professional career. Methods: - learning in the classroom (traditional); - case study; - role play; - public seminars.
Non Formal Education	Principles: - the finality is training people, gaining new skills, the approval of specific values; - take place outside the formal institutions; - improve the formal education curriculum; - assesses the knowledge acquired in formal learning; - the skills are not certified and rewarded on the labor market; - in the end, you can get certified or qualified certificates. Methods: - internships; - training programs; - equivalence courses; - artistic and educational courses, sports, music, foreign languages, computer use, etc.
Informal Education	Principles: - the objective is individual evolution from birth considered the oldest education form; - is not necessarily scheduled; - are interconnected with both forms of education (formal education and non formal education); - any situation becomes a learning opportunity; - is the hardest measured education form; - is not certified. Methods: - knowledge and everyday experiences acquired in the family context, friends group, on the job; - self learning method; - information from media.

The required skills are now increasingly diversified and sophisticated for high specializations and all the employees must participate to continuing education.

In this situation we identified the problem *The need for continuing learning in the crisis period*.

One of the main techniques used in the problems analysis is "problem tree". The techniques allows the analysis of the existing situations, the identification of the problem and the documentation, but also the definition of the causes and the effects [1], we realized the problem tree, maintaining the authors conception.

The tree problem is a scheme developed with input (causes) and output (effects) so that the obtained information can be interconnected. We have used this method to analyze the role of the continuing education in Romania (Fig. 3).

1) *Causes which influence the employees, the employers and the sustainable community to recognize the need of human sustainable development*

The causes that determine the need for learning are different depending on the involved parts on the labor market:

- the employees participate to the continuing education because of the financial problems and the job insecurity;
- the employers are concerned by the technological waves, the employees fluctuation and the lack of qualified personnel;
- in the sustainable community the need of the continuing learning is determined by the renewal of information and the permanent changes.

All these identified the causes and effects require the suggestions and the recommendations for the access to the continuing education forms for employees in the budgetary system.

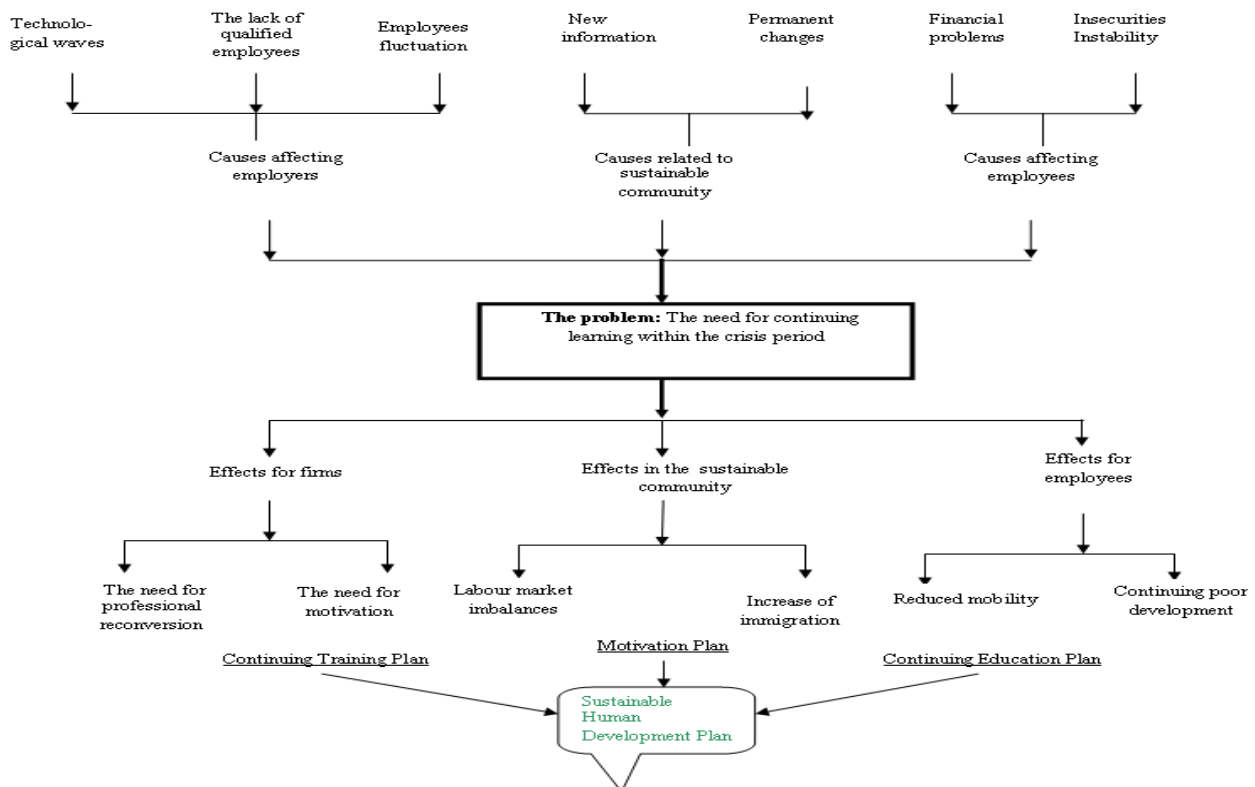


Fig. 2. The tree problem: The causes and effects of the need of the continuing education in the crisis period

2) *The effects of continuing learning need in the crisis period*

In a similar way, we identified the effects listed above:

- because of the financial problems, the job insecurity and instability, the employees are faced with the continuing development to increase the mobility. The mobility is a characteristic of sustainable communities and it is possible if individuals possess competences: communication, teamwork, solving problem,

computer skills, initiative, communication in other languages and the adaptation to various contexts. We propose a continuing education plan for the elimination of negative effects;

- because of the technological waves, employees fluctuation and lack of qualified personnel it is necessary the reconversion and motivation of employees. Therefore, we consider it is necessary an ongoing professional plan;
- in the sustainable community, the need of continuing learning is determined by the renewal

of the information and permanent changes, and it is necessary a motivation plan.

Sustainable community is the "people to people society" and to create a society like that we must found the needed resources to apply the principles of sustainable development to the contemporary man:

- the creation of new designs and concepts of development;
- the use of new sustainable development models for not to marginalize groups or individuals, creating the necessary framework to invest in the human factor;
- the drafting of a security concept, as people security, not only of the States (food security, the security of jobs);
- to provide a better integration of diversity levels of human development by placing on the human security completed with the sustainable development;
- to eliminate poverty and to ensure a fair standard of living for the population;
- the range expanding of economic and social choices for individuals and for the nation;
- performance improves the factors of production and the products;
- renewal of knowledge.

Sustainable community is the society where most jobs are orientated towards the information exploitation, the methods of education must be totally different and oriented to this goal. The strategies are needed to achieve efficiency and effectiveness of education.

D. The Proposal Of Human Sustainable Development Plan

Sustainable development of employees can be achieved by designing a sustainable development plan to prepare individuals for the future. Ongoing professional training of employees means:

- professional training;
- continuing professional development.

We analyzed with the aid of the "problem tree" the need for continuing learning in the period of crisis and we have identified the causes and the effects and we have proposed a sustainable development plan which is composed of the motivation plan, the ongoing professional training and the continuing education plan (Fig. 4).

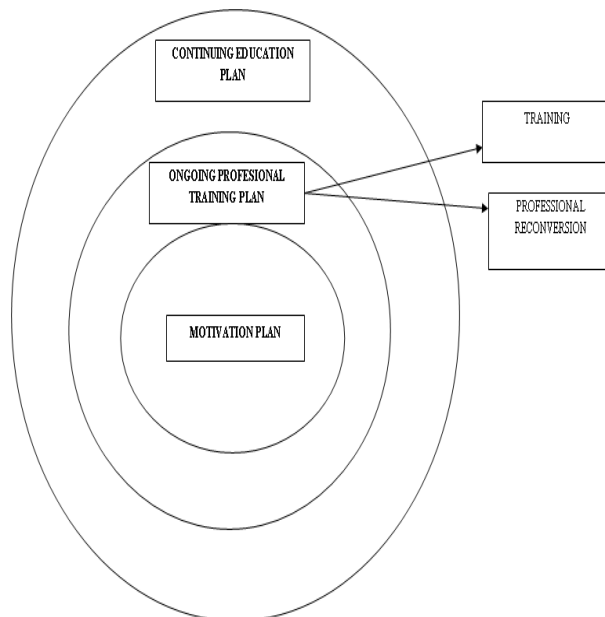


Fig. 3. The components of the sustainable development plan

The motivation is the design center of the sustainable development plan and helps the employee to inform and to choose the best option of the sustainable development plan which prepares him for the upcoming changes.

The ongoing professional training is important for the new employee but also for the employees with experience.

Continuing education helps the employee to improve the knowledge and skills to fill the gaps.

As a result of the performed analysis with the "the problem tree" aid, we have identified the causes and effects and suggest a sustainable development plan (Fig. 3) conception, respecting the design of the plan stages. The plan design covers the analysis of the initial situation of the institution, the analysis of budgetary employee and the setting of individual goals. The objectives for the employee's sustainable development through education must respect the principles of sustainable development. The employees use development programs and methods to achieve the objectives of the institution. If an employee has reached the human sustainable development then he is able to achieve the objectives of the institution.

The design stages of sustainable development plan are:

- the analysis of institution;
- the analysis of budgetary employees;
- the setting goals for sustainable development;
- the selection of deployed programs, methods and the resources;
- sustainable human development principles;
- the institution goals;
- the evaluation of the employee's performance;

- achievement of budgetary institution goals the impact measuring the individual sustainable development plan (Fig. 5).

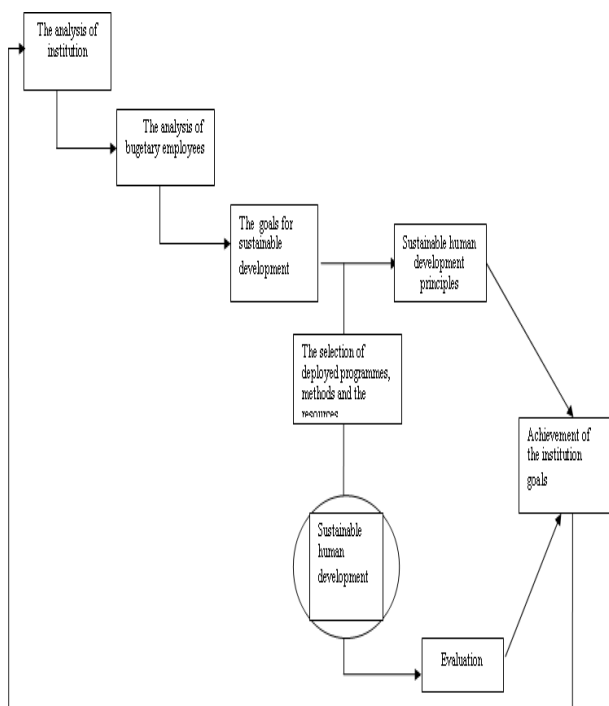


Fig. 4. Sustainable development model for the employees in the budgetary system

For the successful implementation of the plan for sustainable development of employment in the budgetary system we must respect some certain principles;

- ✓ the budgetary system employees must be motivated to learn;
- ✓ the employees must possess the learning skills;
- ✓ must use efficiently methods of teaching;
- ✓ the knowledge taught can be used on the job.

III. CONCLUSIONS

- ❖ The continuing education, especially ongoing professional training in the budgetary system is necessary for the new employees and also for the existing staff;
- ❖ The employees number in services (education, health, social services) increased. Human resources handle in the industry 31.8%, in the service sector 40,2% and in the agriculture 28% (NIS, 2010);
- ❖ According to the Ministry of Finance, the number of budgetary employees reduced because of “the block of the jobs”. The three forms of education analyzed are interlocked and complete each other forming a global system that offers to every budgetary employee variations of use, so we can learn in the

institutional context, in the non formal and informal context;

- ❖ The access to all forms of education is "an extension of the training framework" (European Commission, Brussels);
- ❖ The sustainable development objectives for employees through education must respect the principles of sustainable development. Budgetary employees must undergo selected development programs and methods to be able to achieve the institution goals;
- ❖ The promoting of all the forms of education and awareness of their role in personal and professional development for the institution but also for the society.

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