

Marin, Ancuța

Conference Paper

Education and specialized training: Ways to increase performance in agriculture

Provided in Cooperation with:

The Research Institute for Agriculture Economy and Rural Development (ICEADR), Bucharest

Suggested Citation: Marin, Ancuța (2014) : Education and specialized training: Ways to increase performance in agriculture, In: Agrarian Economy and Rural Development - Realities and Perspectives for Romania. 5th Edition of the International Symposium, November 2014, Bucharest, The Research Institute for Agricultural Economy and Rural Development (ICEADR), Bucharest, pp. 74-78

This Version is available at:

<https://hdl.handle.net/10419/111613>

Standard-Nutzungsbedingungen:

Die Dokumente auf EconStor dürfen zu eigenen wissenschaftlichen Zwecken und zum Privatgebrauch gespeichert und kopiert werden.

Sie dürfen die Dokumente nicht für öffentliche oder kommerzielle Zwecke vervielfältigen, öffentlich ausstellen, öffentlich zugänglich machen, vertreiben oder anderweitig nutzen.

Sofern die Verfasser die Dokumente unter Open-Content-Lizenzen (insbesondere CC-Lizenzen) zur Verfügung gestellt haben sollten, gelten abweichend von diesen Nutzungsbedingungen die in der dort genannten Lizenz gewährten Nutzungsrechte.

Terms of use:

Documents in EconStor may be saved and copied for your personal and scholarly purposes.

You are not to copy documents for public or commercial purposes, to exhibit the documents publicly, to make them publicly available on the internet, or to distribute or otherwise use the documents in public.

If the documents have been made available under an Open Content Licence (especially Creative Commons Licences), you may exercise further usage rights as specified in the indicated licence.

EDUCATION AND SPECIALIZED TRAINING - WAYS TO INCREASE PERFORMANCE IN AGRICULTURE

ANCUȚA MARIN¹

Summary: *This paper makes a brief analysis of education in general and of agricultural profile in particular, and highlights existing problems, and the ways to improve them, in order to increase performances in agriculture. The economic development of a country requires transformations qualitative, quantitative and structural, both in economy and how people think. Therefore, there can be no economic development without fulfilling social conditions without changing the institutional framework, without research and education, without technical progress. On Measure the economic development, educational institutions suffer changes of functions, adapting to specific needs of the moment. In traditional societies, education refers to the transmission and reception of knowledge, to the formation of a public opinion, to maintain a broad social consensus. In modern society, the educational institution acquires a special importance, which can be regarded as recruitment agent and the distribution of individuals or group of individuals to different economic roles or positions within the social structure. Because of this, both in developed countries as well as in emerging the education became a variable of profound influence on progress of human society by facilitating economic development.*

Keywords: *education, performance, economic development, professional training*

INTRODUCTION

Education, as a social phenomenon has historical character. She appeared with the first forms of social organization of people and evolved according to the transformations undergone by human society. Education aims to form a personality consistent with the objective requirements of society and the individual. The great Dutch humanist Erasmus said in the seventeenth century that "The future of a nation is determined by how it prepares its youth" perfectly true statement nowadays.

Initially education was predominating individual. Moving from the individual to the collective education was made due to the need for schools to keep up with technical progress, to deliver a increasing volume of scientific knowledge in a relatively short time and a increasing number of students required for production development.

The economic development of a country requires transformations qualitative, quantitative and structural, both in economy and in how people think. Therefore, there can be no economic development without fulfilling social conditions without changing the institutional framework, without research and education, without technical advance. Because of this, both in developed and in developing countries the education became a variable with profound influence on progress of human society by facilitating economic development.

This paper is an analysis of Romanian education compared to that of countries in the European Union, highlighting the problems related on the one hand the lack of specific studies and the disparity between the number of graduates of secondary and higher education and the other hand requirements of the labor market, the performance to be achieved in order to have an efficient economy, made by skilled people.

MATERIAL AND METHOD

The education system represents the coherent ensemble of schools at all levels, profiles and shapes, from a certain country, which is designed, organized and operated on the basis of educational principles, general organizational character and some with legal character.

¹ PhD. Ec. Ancuța Marin – Economist at The Research Institute for Agriculture Economy and Rural Development, marin.ancuta@iceadr.ro

Biggest part of education at all levels, profiles and shapes in Romania is organized by state, ensuring that the organization and operation of schools at all levels, profiles and organizational forms in all their sides, content, teaching and assessment.

In Romania the first agricultural high schools appeared about 50 years ago, by transforming agricultural vocational schools in agricultural colleges, equipped with agricultural farm schools teaching in which students were required to practice and begins work the best trained high school graduates or faculty experts . In 1990, in Romania there were 160 schools and agricultural colleges. According to statistics, today there are only 40 of them with more than poor equipment.

Dilemmas facing high school graduates when they have to choose an institution of higher education are even higher as there are no studies on the demand on the labor market within 3-5 years. In other European countries such reports are ordered by authorities. According to specialists in human resources, the structure of higher education in our country is not aligned with the latest trends in the real market. Most of the times, companies are put in the position of hiring inexperienced staff, case where the company assumes the role of "teacher" for several months after recruitment.

Young people today do not really care about college because society no longer values the Romanian education and there are increasingly fewer people working in the field who were trained. Reason for this is the fact that the system is outdated and learning methods are old and the same books as 20-30 years ago are used for learning. Paradoxically, the faculties with little chance of employment after graduation attract more candidates.

The most popular specializations on the labor market in 2013 were technical, engineering, automation, cybernetics, all specializations in IT, medicine, pharmaceuticals, foreign languages, because they are well-paid jobs and are popular also in other countries of the Europe, Canada and USA.

Top faculty directly sending a large number of unemployed graduates is led by humanities majors - Letters, Philosophy, Sociology, Political Science - followed Journalism, Public Administration and even Economics.

The work is based on the study of a vast bibliography on the field, the analysis of the Romanian educational system in general and of the agriculture educational system in particular using statistical data during the period 2006-2013.

RESULTS AND DISCUSSION

By analyzing and processing the data published by the National Statistics Institute (INS), I made a situation for university graduates in Romania in the period 2006-2013. As shown in Table 1, in Romania, in 2008, there is a doubling of the number of graduates, followed by a slight decrease in the following years.

Table 1

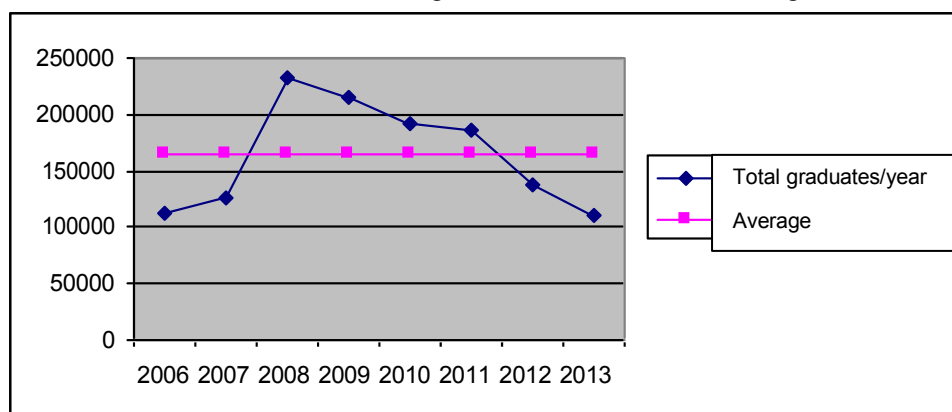
HIGHER EDUCATION GRADUATES SITUATION IN ROMANIA FOR STATE + PRIVATE									
DOMAIN	2006	2007	2008	2009	2010	2011	2012	2013	TOTAL GRADUATES BY DOMAIN
Technical	24.605	24.758	23.949	49.342	30.287	25.493	27.190	25.317	230.941
Agricultural	3.200	3.750	2.087	3.336	2.228	2.453	2.499	2.396	21.949
Medico-pharmaceutical	6.292	6.633	6.596	8.122	7.763	9.729	9.434	9.437	64.006
Economic sciences	32.098	37.211	94.884	67.420	72.641	62.685	34.415	25.724	424.078
Legal sciences	10.175	12.568	14.458	21.418	17.954	26.404	19.215	12.521	134.713
Pedagogical	36.502	42.093	92.118	66.140	60.198	57.507	41.514	33.430	429.502
Artistic and journalistic	2.572	2.236	3.880	2.384	2.448	2.629	2.404	2.203	20.756

TOTAL GRADUATES PER YEAR	112.244	125.499	232.885	214.826	191.291	186.900	136.671	111.028	1.311.344
--------------------------	---------	---------	---------	---------	---------	---------	---------	---------	-----------

Source: INS data processing

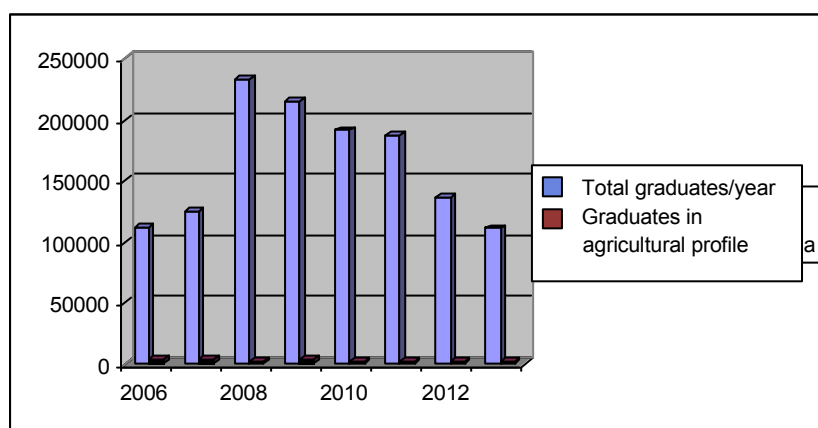
From the data presented follows that 43% of higher education graduates are economists or lawyers, while only 19% fall into the category of directly productive (engineers and farmers).

Chart 1 - The situation of graduates from multiannual average



Annually, the Romanian education system "produces" on average 163.918 of university graduates. The year 2008 marks the beginning of "explosion" of graduates, which lasts until 2011. From 2012 the number of graduates is comparable to the first part of the period considered, a possible explanation being that drastically reduced the number of those managed baccalaureate. As shown in Table 1 and Chart 2, from the total graduates, the share of those in the agricultural sector is below 3%, which for a modern agriculture is very little.

Chart 2 – The situation of graduates with agricultural profile



Net international migration rate is significant and is primarily related to younger age group constitutes the second cause of decline in the number of university graduates. External migration has become an issue of significant magnitude for Romania, especially in recent years. Statistics estimations indicate that more than 2 million Romanian - or about 10% of the population working abroad (Spain, Italy, Greece and Germany).

Young people are not necessarily aware of the deficit of people trained for specialized fields, but rather orientates towards universities considered to be good. That's because they think the higher the chances that you might have when you exit on labor market.

As shown in Table 2, in the last five years has increased the importance of training of persons active in all EU countries the weightings they occupy educated population in total population in a country, varying very little, but an upward trend.

Table 2

PROPORTION OF PEOPLE WITH HIGHER EDUCATION IN TOTAL POPULATION											
COUNTRY	TOTAL POPULATION	2009		2010		2011		2012		2013	
		*	**	*	**	*	**	*	**	*	**
Germany	81.802	11.940	14,60	12.060	14,74	12.610	15,42	12.961	15,84	13.154	16,08
France	65.822	10.359	15,74	10.501	15,95	10.730	16,30	11.118	16,89	11.499	17,47
U.K.	62.008	11.774	18,99	12.402	20,00	13.106	21,14	13.675	22,05	14.078	22,70
Italy	60.626	5.044	8,32	5.141	8,48	5.211	8,60	5.481	9,04	5.683	9,37
Spain	46.149	8.537	18,50	8.848	19,17	9.105	19,73	9.265	20,08	9.463	20,51
Poland	38.187	4.763	12,47	5.018	13,14	5.233	13,70	5.519	14,45	5.770	15,11
Romania	20.122	1.689	8,39	1.789	8,89	1.946	9,67	2.030	10,09	2.071	10,29
Holland	16.945	3.086	18,21	3.032	17,89	3.041	17,95	3.113	18,37	3.164	18,67
Hungary	10.014	1.145	11,43	1.166	11,64	1.227	12,25	1.277	12,75	1.304	13,02
Sweden	9.428	1.667	17,68	1.716	18,20	1.770	18,77	1.832	19,43	1.918	20,34
Austria	8.404	898	10,68	917	10,91	929	11,05	966	11,49	1.004	11,95
Denmark	5.561	950	17,09	969	17,43	977	17,56	998	17,94	1.012	18,19
Finland	5.461	1.090	19,96	1.117	20,46	1.144	20,96	1.149	21,05	1.171	21,44
Slovakia	5.435	526	9,68	591	10,87	636	11,70	660	12,14	687	12,63

Source: EUROSTAT data processing

* People with higher education
 ** % from total population

During the last decade, lifelong learning has occupied a central position in the Community policy on the education and training. Adult education has been recognized as an important component of lifelong learning, adult learning opportunities is essential to the social and economic progress, and personal development.

Lifelong learning in Romania is not dealt in a coherent and comprehensive system and educational policies. This limits the consistency and flexibility of individual learning routes lifelong. Despite progress in regulating the validation of prior learning, insufficient use of the existing legal framework remains one of the weaknesses of the process of introducing the approach of "lifelong learning" in education and training.

Insufficient development of knowledge transfer mechanisms, limits the possibilities of the population, especially the adult population, to obtain formal accreditation of competences acquired in the labor market and to rejoin the formal education system.

Also in the policy making is a need for greater coherence between policies in education, vocational training and continuous professional training. The validation of knowledge acquired a better correlation between education and initial vocational training and continuing vocational training, improving the definition and transparency of qualifications are issues addressed in the development and implementation of the National Qualifications Framework.

The Sectoral Operational Programme Human Resources Development (POS DRU) establishes priority axes and areas of intervention of Romania in human resources to implement the financial assistance of the European Union. Investments in human capital will complete and will give long-term sustainable productivity growth.

A highly skilled manpower with a high level of education, having the ability to adapt to new technologies and the changing needs of the market is essential for a competitive and dynamic economy.

In the category of adult training also enters the acquisition of information and knowledge to enable sustainable management of agricultural and forestry land, improve management quality at farm level, restructuring and modernization of the processing and marketing sectors for agricultural and forestry products, contributing thus to improving living conditions and reducing unemployment in rural areas. These actions are set out in Measure 111 - "Training , information and diffusion of knowledge" from the National Rural Development Programme 2007-2013 respectively measure 1 - "Knowledge transfer and information actions" National Rural Development Programme 2014-2020.

In National Rural Development Programme 2014-2020, the amount allocated for knowledge transfer and information actions is 50 million. Such financial instruments, which will be available for Romania, will not be valued unless there is research reformed if there is a system of professional education adapted to the needs in practice, if there is a relationship between the young man who wants to take a farm or to work in an agricultural society, the basic training system, continuous training system.

CONCLUSIONS

With the development of agriculture, "based on EU funds" there is a increasingly higher demand for employment in agriculture. Better cooperation between the Ministry of Agriculture and Rural Development, Ministry of Education, Ministry of Labour and Social Safety, Employment Agencies and agricultural colleges and universities in the field in order to establish relevant schooling figures for the "production" of specialists to be absorbed by the labor market should be a priority in the near future.

Another way to increase the economic performance of the country in general and agriculture in particular, is the initiation of technical working groups between the Ministry of Agriculture and Rural Development and Ministry of Education - the complete strategy on identifying new skills required labor market, development of new training standards, updating and revision of the Code of Occupations in Romania and Nomenclature of Qualifying. The link between education and training continues to be well understood and promoted.

Another priority should be the the reestablishment of didactic farms where students in agricultural colleges and universities in the field to be received and directed to acquire practical knowledge needed to successfully practice their future professions.

Ministries must identify forms of support for agricultural education graduates and to organize information and promotion campaigns regarding agriculture.

BIBLIOGRAPHY

1. Bontaș, I. - Pedagogy, ALL Publishing House, Bucharest, 1994
2. Cicea Claudiu, Dobrin Cosmin - The contribution of education to economic development, ASE Publishing House Bucharest, 2005
3. <http://www.cnp.ro/inovatie/docs/seminar-studii-25-06-2012/Rezumat%20studiu%20Piata%20muncii.pdf>
4. <http://www.insse.ro/cms/files/pdf/ro/cap23.pdf>
5. Palicica Maria, Gavrilă Codruța, Ion Laurenția - Pedagogy for agricultural education Mirton Publishing House, Timisoara, 2007
6. Ziarul Financiar, Recolta.eu – agribusiness daily newspaper