

# Academic Days of Timișoara



Academic Days of Timișoara:  
Social Sciences Today

Edited by

Georgeta Rață and Maria Palicica

**CAMBRIDGE  
SCHOLARS**

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P U B L I S H I N G

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## FOREWORD

This collection of essays gathers papers from the following fields: **economics, education, philosophy, psychology**, and **sociology**.

The first chapter is dedicated to **Economics**. The authors of the study *Impact of the Global Financial and Economic Crisis on Labour Market for Young People*, Mariana BĂLAN, Valentina VASILE & Liviu VASILE, shed light upon the issue of unemployment in Romania. The research presents the main features of youth labour market in Romania to determine few possible ways of increasing employability of youth on short-/medium-/long-term and attempts at answering the question whether the impact of the crisis on economic growth has been larger than originally anticipated. Another paper that focuses on financial studies pertains to Yatin BHAGWAT who analyses the case of a merger involving students in considering the economic factors that favoured the financing of this merger, namely, the seller who wished to lower its debt level and the buyer who had to be innovative in devising new ways of hybrid financing. A paper written by Elizabeta MITREVA & Vesna PRODANOVSKA presents the issue of the employee's contentment, a key factor in designing and projecting a TQM System within Macedonian educational institutions. The paper *Applying the Total Quality Management: Strategy of Macedonian Higher Education Institutions* examines a given integral methodology for designing a TQM system within higher education institutions and its implementation in higher education as well as the activities that ought to be undertaken to build a system in order to provide quality. The author claims that the efficiency of the TQM implementation depends on the involvement of academic and administrative staff and their motivation.

**Education** is, by far, the most consistent chapter. The section dedicated to the *Systems of Formal Education* covers a wide range of topics. Hasan ARSLAN's study of *Roles of School Leaders in Preparing Students for Life* explores the impact of school leaders on school curricula. Having in view that school leaders play an important role in improving and implementing the curricula, a qualitative research was conducted based on semi-structure interviews to collect data. The research concludes that, apparently, school curricula are inadequate in developing social skills. George ASPRIDIS' paper, *The Evaluation of Adults Instructors in the Context of Lifelong Learning in Greece*, focuses on the possibilities of

intervening in the improvement of the evaluation program, via the evaluator's experience, taking into account a series of criteria that include the process of beginning and ending of micro-teaching, target setting, the clarity of the micro-teaching plan and the affinity of content with the educational objectives. Any exploitation of the conclusions of this research contributes to the upgrade of life training. The study carried out by Robert BIRKELBACH aims at showing the class room composition on the teacher's recommendation for the secondary school of German 4<sup>th</sup> grade pupils. The empirical assessment is done with the "Young Immigrant Children in the German and Israeli Educational Systems" data set and it establishes the impact, which can be either a big fish little pond effect or a reflected glory effect, and which can lead to the increase or decrease of an individual's chance of getting recommended for the German Gymnasium, controlling for primary and secondary effects of social inequality and for objective measures of competences. Lucie CVIKLOVÁ's paper presents the issue of communication in public and private institutions of higher education in the post-communism Czech Republic. The methodological approach of data collection is based on analyses of questionnaires with various respondents (including current students of private and public institutions) and it compares types of relations, content and structure of communication related to chosen private and public institutions of higher education to other ones. Iasmina EGRI's research is trying to demonstrate the benefits of reflexotherapy associated to physical exercise on a group of patients with cervical spondylosis. It introduces plantar reflexotherapy, a digital massage made on the foot with the purpose of rebalancing the energetic and blood circulation determining at the same time the increase of the body immune system. The study shows improvement in sleep, work, driving, weight lifting, recreational activities, headache, and the ability to focus. The paper *An Educational Approach of School Failure*, written by Codruța GAVRILĂ, revolves around a common phenomenon in all education systems – that of school failure. Its aspects are complex, since it reaches not only the educational field, but also cultural, economic, political, and social areas, as well as the fundamental options of a society since, on the long run, the effects of school failure are social failure. The paper presents the factors that determine school failure by surveying the answers of 50 students. An Indian perspective on health and medical education in Manipur is brought forth by Joann ROSANGPUII. The content of the study encompasses the traditional practice of healing up to the modern method of healing incorporating its history of the foundation of both. It mainly seeks to identify the role and place of traditional doctors or physicians known as the Maibis and the Maibas and unearth their

approach of practicing treatment for various kinds of diseases. In her research about the relationship between gymnastic performances and food and financial factors, Margit SCHAUB finds out that even though the financial situation of the families may not have a great impact on the food habits of teenagers, their outdoor activities may suffer from it. She conducts a survey on the social background and nutrition habits among primary school students. The paper focuses less on measures taken up to the present, concerned with the effects of the environment on childhood development, but it attaches more importance to the factors that trigger or modify these effects. Family is not a role model to children. It is an actual and important task for teachers to get the students to be interested in practicing sports, and to have the need for regular sporting activities. In continuing her research on children sport activities, the researcher conducts a study on a *Remedial Exercise Programme for School Children*. Her primary objectives are to design materials for courses focusing on educating recreation professionals and coaches to support their students with up to date methods, techniques and authentic materials. The section dedicated to the *Process of Education* starts with a paper by Marsha BARBER who puts under scrutiny learning styles as tools to improve learning outcomes in higher education. The research uses the Learning Styles and Strategies Inventory developed by Felder and Soloman to better understand student learning styles. The paper explores the findings and then suggests the pedagogical implications for faculty working in higher education: ways in which curriculum design and classroom practice might better reflect learning styles of a wide range of university students. An article that scrutinizes the process of teaching belongs to Narcisa-Georgeta CRISTA, Rada MARIAN & Iasmina-Cecilia SAVESCU. It renders perspicuous the way in which the chosen teaching strategy applied by the teacher in order to achieve the learning objectives influences the students' attitude towards activities, learning motivation and the quality of learning. This paper presents the results and conclusions from the application of teaching strategies in teaching secondary school biology lessons. Marius-Costel EȘI's analysis, *Methodological Perspectives in the Pedagogical Practices*, emphasizes the importance of teachers to know the didactics of the subject they teach and, on the other hand, to be able to put theory into practice. The focus of Mihajlo FEJSA's analysis is on the uniqueness of the Department of Ruthenian Studies and its curriculum, on the background of minority problems in Vojvodina. The Department is involved in minority problem-solving opportunities in cooperation with local and state authorities. In addition, the paper describes the processes of designing research subjects that have been subsequently taught at university level to

a relatively small number of students because of small Ruthenian population both in Vojvodina and in the world. The study *Teacher: Facilitator Status and Roles in the Teaching Profession* lays emphasis on the study of institutional models of the teacher's status as facilitator. The research carried out by Nadezhda KALOYANOWA concludes that teachers need training and qualification to reconsider their position in the teaching profession. Maria-Helena SABO's project represents an efficient method of education and self-education, but it is also an alternative method of evaluation with multiple formative effects. The themes included in the Geography syllabus for high-school classes provide numerous opportunities to use this method: types of geographic environments, the present geopolitical world system, and the countries neighbours to Romania, etc. Another article written by the aforementioned researcher pinpoints the issue of subjectivity in the evaluation process. The results of the feedback Motivation Evaluation both determine us to bring change to the teaching strategy and to produce material used in the teaching-learning process. The article outlines the degrees of subjectivity that resulted from a research carried out in some universities in Bistrița, Zalău, and Sighet (Romania). *Teaching the Concepts of carpe diem and memento mori Using Paintings* is an article by Elena TUPAREVSKA, which discusses the benefits of an art-centred or art-enriched curriculum focusing on 16<sup>th</sup> and 17<sup>th</sup> century paintings, mostly by Dutch and Flemish painters. Both *vanitas* still life paintings and *memento mori* paintings are discussed in order to illustrate the 'carpe diem' and 'memento mori' concepts which can be found in poems such as Spenser's *Amoretti*, sonnet 70, Marlowe's *The Passionate Shepherd to His Love* and Marvell's *To His Coy Mistress*. Another scrutiny on the interlocking relation between art and literature elicits the effectiveness of using paintings in an undergraduate English literature course. Elena TUPAREVSKA's paper suggests that visual art can be used in a classroom not only as an illustration of a particular idea or point, but also to motivate students to discuss literature, to help them get a better understanding of the historical context, to encourage them to think metaphorically, to improve their critical thinking and to help them develop their multiple intelligences which are usually neglected in school. Finally, the section dedicated to *Educational Theory* contains five papers. A research on alternative education pertains to Roberto GARCÍA-MARIRRODRIGA, underscoring the importance of alternative education for rural people in Peru. The paper briefly describes the planning model that underlies the type of schools applying the alternating cycle between periods of learning concept, with special reference to the Viability phase. Each step of this phase is reviewed and applied in a rural context: the

Andean zone of southern Peru. The results show two crucial points: the awareness-building with local actors and the presence of committed Associations to take up responsibility for the schools. Daniela JEDER's article, *Ethics in Education and Training*, draws attention to the ethical and professional culture, the importance of forming a sense of responsibility for and during the training. Opening to the field of ethics offers opportunities to understand the deeper meanings of the moral implications of the educational act, the interiorisation of values, norms and ethical principles and also forming the ethical beliefs and training skills necessary to conduct the practice of teaching. The research *The Status and Significance of Reassessing Education within the New Knowledge Society* completed by Georgeta PUSTIU highlights the theoretical approach and the practical application of a new learning technology which involves a judicious assessment of the knowable structures. Therefore, an assessment through practice, which includes values from different areas, could be precisely what is missing for strengthening the educational system, representing an involvement of the educational process. Florentina UȚĂ carries out a study concerning physical education and sports and their prospects of non-formal education and permanent education. The focus is on exploiting all forms and dimensions of education, projected and realized during the lifetime of an individual. From this perspective, physical education is a vital component of permanent education. Due to their accessibility, sports and physical education take the most varied forms throughout one's life span, providing developmental strategies and methods of application for the achievement of objectives in each age category. The aim of Sara Zamir's survey, *The Education System's Ambivalence towards Political Correctness*, is to expose the ambivalence of the Israeli education system toward political correctness, which may be characterized as an attitude of "respectful suspicion." The article examines the opposing outlooks within the Israeli education system and analyzes their implications on the system's conduct.

The third chapter contains papers in **Philosophy**. Marius-Costel EȘI carries out a research on *The Semiology of Normality in the Education of the Future*, claiming that speaking about normality in a world which sometimes we consider abnormal means taking into consideration the idea of a paradigm of normality in the context of an education of the future. In addition, the author elicits that terms such as handicap, adaptation, or interpretation must be re-evaluated from the human consciousness' point of view and also related to both the new scientific discoveries and the state-of-the-art technologies. In his paper *Orthodoxy and Nationalism in Mircea Eliade's Inter-War Journalism*, Marius-Robert LUNGU pinpoints

the budding scientific ideas Eliade would advance after 1945. The examination of Eliade's inter-war journalistic work in recent times leaves several unapproached aspects that this paper will give answer to by tracing Eliade's Christian-orthodox vision to its makeover into a nationalistic view upon history. A further study of the same author focuses on Saint Augustine and the Christian philosophy of history, disinterring the two central concepts of this work, *The City of God* (belonging to which required loving God beyond self) and *The City of Humans* (where loving oneself and forgetting God prevailed) remain pivotal in the history and philosophy of Western civilization. The article *Islamic Tourism: What Kind of Tourism?* by Cornelia PETROMAN & Ioan PETROMAN attempts to answer a series of queries, such as: Where could we range Islamic Tourism? Is it a form of cultural tourism? a form of eco-tourism? of health tourism? of lake tourism? of recreational tourism? or of religious tourism? The paper attempts to establish the share of each of the types of tourism in Islamic Tourism, which is a novelty for the Christian world. The purpose of Cornelia PETROMAN & Mircea-Ionuț PETROMAN's research, *Medicinal, Aromatic and Spice Plants in Romanians' Rites and Beliefs*, is to establish whether these plants used by the Romanians in their rites and beliefs hundreds of years ago could still be of any use nowadays in such fields as pharmaceuticals and/or food industry. The corpus of the paper consists of medicinal, aromatic and spice plant common names. Dana ȚABREA's paper *Metaphysical Aesthetics* tries to illustrate the title concept which is a self-invented concept. After defining the concept, aesthetic experience cannot be separated from the way in which reality is assumed and conceived by the artist or the spectator (contemplator of the work of art), the researcher proceeds in applying it to the case study of the abstract British painter Francis Bacon. The focus of her further research *Michael Oakeshott and the Idea of Education* lays emphasis on the idea of education as Oakeshott considers it. The papers underscores that extrapolating from university or school to culture, Oakeshott establishes an ideal of liberal learning from the standpoint of which a culture is not a diversity of ideas, beliefs, sentiments, perceptions, and engagements, but a variety of distinct languages of understanding or modes of understanding or voices.

The fourth chapter is dedicated to *Psychology*. The paper *On Family Imaginary in Institutionalised and Non-Institutionalised Teenage Girls* by Codruța GAVRILĂ & Maria PALICICA presents a comparative analysis of the opinions on family life of 30 institutionalised and 31 non-institutionalised teenage girls. Data supplied by a questionnaire show that with institutionalised girls there is a relationship between the environment

they grew in and the low interest in having a family and children, while among non-institutionalised girls this interest reaches 96.66%, i.e. almost the double of the former. Perforce, the authors firmly believe it is necessary to implement the family model in institutions so that the children benefit from a complete cycle of psycho-social development. The study by Ercan KOCAYÖRÜK examines whether parents' attachment emerges solely directly effected on adolescents' psychological well-being (i.e., positive affect and negative affect) or whether these effects were mediated through the Basic Psychological Needs (BPN), i.e. competence, relatedness and autonomy. A matter of utmost concern is tackled by Alina-Lidia MĂRGHITAN, namely that of the main sources of stress that can impact the learning process: personal factors (degree of vulnerability, low tolerance of frustration, irrational cognition, global assessment, absolutist thinking style, etc.), pedagogical factors (improper teaching communication, improper language, lack of climate proper to teaching communication, teacher's personality features, etc.). The conclusion that the author draws raises awareness on main sources of stress in the process of education as well as training the teachers to manage stress and increase life quality. *Motivation for Learning among Students* by Alina-Lidia MĂRGHITAN & Maria PALICICA draws attention upon the motivation issues that occur in the learning process among students. Having as a vantage point that motivation is the main condition for learning, since it appeals to both cognitive and affective and volitive processes, the paper analyses the results of questionnaires filled in by 1<sup>st</sup> year students of the BUASVM in Timișoara (Romania). The paper *Sports Camps: A Way to Educate through Sports and to Develop Children's Personality and Behaviour* by Petru-Eugen MERGHEȘ, Mihaela PASCU & Narcis VĂRAN examines the determining role of playing sports in the child's harmonious development with specific effects on his/her psychological and anatomical and functional development. In addition, sports camps facilitate the integration and assimilation of psycho-motor behaviour allowing the knowledge and exploration in a diversified way of the child's personality and ensuring a balanced development of the child. A further analysis reiterating the importance of sports in child development belongs to Mihaela PASCU, Petru-Eugen MERGHEȘ and Narcis VĂRAN. The authors claim that tennis is a special way of developing the creative ability of moving and acting mentally under the impact of space and time and of speed and focus, eliciting the effectiveness of applying personalised programmes depending on the children's features and specific to their personal and sports needs. Mirela SAMFIRA & Mihaela BEU conduct a research aimed at identifying the level of emotional intelligence in two special categories of undergraduates:

the 1<sup>st</sup> year (when they need to adapt to the new style of work, learning, and assessing) and the terminal year (when, after graduation, they acquire a new status, employee or free lancer). Apart from the year of study, the study focuses on the other main coordinate – gender. The paper titled *Role of Counsellor in Domestic Violence Cases* by Elena-Mirela SAMFIRA, Diana BRÂNZEI & Mihaela BEU deals with an issue that apart from having old roots, it also represents a barrier in the way of personal development. The paper lays emphasis on the role of the counsellor who is emotionally uninvolved and knows how to help the victim “escape” from the abuser’s influence and how to make the victim understand what happened to her/him and how abusers think and act. The subject tackled by Attila SZABÓ makes reference to the importance of positive psychology in practicing sports. The analysis of the survey conducted, which involved 50 kayak-canoe sportsmen and 50 former sportsmen, shows that many young talented competitors give up on account of incapacity to endure the everyday duplicate trainings based on performance and the stressful situations coming from the determinant personality of the class competitor. One of the most important tasks in the process of becoming a therapist is to find one’s own way of interacting with one’s clients/patients. The effectiveness of therapeutic communication depends upon the active way in which the therapist conducts their interaction with the patient, as the researchers Mona VINTILĂ & Cosmin GOIAN state in their paper. They underline the fact that being supportive, positive and empathetic will be much more helpful to the therapeutic process than displaying a negative attitude towards the client/patient.

The last chapter deals with **Sociology**. Klaus Birkelbach’s paper tries to answer a recurrent question in teaching: *Teacher Evaluations over the Life Course: Valid Prognosis or Self-Fulfilling Prophecy?* His longitudinal study of former German high school students aged 15 to 43 shows that teachers’ evaluations with prognostic claims may influence the students’ educational decisions by shaping their success expectations. His analysis offers prospects in terms of fruitfully connecting the longitudinal perspective of life course research to the action-theoretical perspective of a theory of subjective expected utility. A further study of Cosmin GOIAN & Mona VINTILĂ deepens the study of the importance of verbal communication, by taking therapy a step further, family therapy that is, governed by rules based on values that are transmitted by the family or the social environment. The results of the study imply that being a functional part of a family is a matter of equilibrium, the right amount of being alone and being together, of autonomy and dependency, of having someone to rely on and being able to cope alone. Maria LUNGU’s paper brings forth a

cultural subject referring to an old Romanian tradition in the Orăștie Mountains: a social ritual of fertility using the “arminden” tree. The paper presents the various roles of the “arminden“ tree: its function of influencing meteorological phenomena, its apotropaic role of protecting the family, the animals, and the entire household from “evil”, its symbolical function of fertilization, of promoting domestic wellbeing and prosperity, as well as its protective role. In a further paper the researcher studies the role of the wedding flag as well as the integrating ritual of marriage in the same traditional community of Orăștie Mountains. Apart from representing the values and good traits of the bridegroom, the flag also symbolises the connection to the divine and mystic forces, as well as a proof of the impetus towards superior values. Finally, in her article *Practicing Non-Formal Education: Designing and Delivering Activities for Intercultural Learning*, Ana-Maria MATEESCU approaches the concept of lifelong learning and the constant need of acquiring new skills and competences from the point of view of non-formal learning. In order to achieve this, one needs to achieve intercultural dialogue, inclusion and developing active citizenship. As such, her article discusses the interdisciplinary approaches involved in designing and delivering non-formal activities for a youth exchange project focused on cultural values, highlighting the subtle yet complex process of bringing theory into practice.

# **CHAPTER ONE**

## **ECONOMICS**

# IMPACT OF THE GLOBAL FINANCIAL AND ECONOMIC CRISIS ON LABOUR MARKET FOR YOUNG PEOPLE

MARIANA BALAN, VALENTINA VASILE  
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## **Introduction**

The past financial crises have showed a delay of four/five years for the labour market recovery after the economic upturn. After years of consecutive decline from 11.6% in 1999 to 5.8% in 2008, the unemployment rate in Romania increased to 6.9% in 2009, and the number of unemployed continued to escalate in the next year.

The research will analyse the main features/factors of youth labour market in Romania, to determine few possible ways for increasing employability of youth on short-/medium-/long-term. We selected some economic-mathematic instruments based on the Romanian labour market specificities and the restriction induced by counteracting the effects of crisis including policy measures. Using scenarios we'll try to answer the question whether the impact of the crisis on economic growth has been larger than originally anticipated and the labour market outlook for growth has deteriorated further compared with prior expectation, over the period 2010-2012.

## **Labour Force Market in Romania**

### **1. Particularities of Romania's Population Participation to Labour**

*Participation to labour market* of the population outside the working age represented at the level of the year 2007, 5.5% of total employment. On age groups is found that youths aged 15-24 years of age represent only 8.3%, while persons aged between 55-64 years exceed 10%. On fields of activity youths are best represented in hotel activities, trade and constructions, while elderly in agriculture, education, and electric energy.

Predominant on the labour market are those aged between 25-34 years with over 27%, in real estate transactions, financial intermediation and trade, representing more than 38% from employed population (women are most numerous in health, financial intermediation and hotel and restaurant activities). The structure of employed population on activities with high shares of agriculture, but also of some activities such as constructions, transports, or hotels and restaurants give to the labour market from Romania a marked seasonal character (activity rates are lower in the first and fourth quarters, and higher in the second and third quarter). The seasonality is more noticeable in the rural area, as result of the fluctuations on the agricultural labour market, the activity rates being higher than the average on economy in the period April-September.

*According to the professional status*, employees represent 2/3, and self employed about 1/5. Actually, in Romania, employees represent around 92% from employed population in the urban area and only 36% in the rural area. Contributing family workers represent, in average, 12.6% from total employment with over 41% in agricultural activities, and this does not correspond to a modern European structure of employment. Employers are weakly represented, with only 1.5% from total employed population, being more numerous in fishery and pisciculture 6.8%, in trade 5.8%, in hotels and restaurants 4.9% and real estate with 2.9%. In industry and construction they represent 1 and, respectively 2%, and in health 1.5%, particularly due to the development of private dental services and of some specialised medical services. Women employers are found preponderantly in trade, health, hotels and restaurants; the most numerous employees are aged between 25 and 34 years, and most employers are aged between 35 and 44 years among men and 45-54 among women.

*According to the professional education level*, best represented are young people aged between 25-34 years with higher education (women being more numerous) – per total representing a bit over 40%, followed by the population aged between 35-44 years with upper-secondary education (almost 1/3). This confirms the developments of the last years of increased school population in higher education as way not only of improving the educational level but also of postponing entering a very unfriendly labour market, incapable of generating jobs for young graduates.

The Romanian *labour market* has a structure *dominated by manual employment* (farmers and workers (25% from total employment in 2007, 23% men and 26% women). During the transition period, the weight in employed population of skilled, manual employment categories (which dominated the planned economy based on large industrial enterprises and agricultural production cooperatives) diminished constantly, while the

share of non-manual employment (specific to the higher educated population and to the services' sector) increased. Nevertheless, the weight of non-manual employment represents in Romania only about half from those in developed capitalist economies, both with respect to high skills (managers and high officials, experts with intellectual and scientific jobs 9.4%, technicians, foremen and assimilated 9.2%), and to medium- and low-skilled (administrative clerks 4.4%, operative workers in services and trade over 10%). By contrast, the manual-skilled employment categories (workers and farmers), in 2007, are still 1.5 times better represented on the labour market in Romania than in the EU-27 countries. Artisans and handicraftsmen in machinery and installations maintenance and adjustment represent 16% from total employment (22% for men).

*The development of the private sector triggered an employment increase in completely (or to majority private companies),* in average to 82.6% in the year 2008 (79% for women). On branches of activity, employment in the majority private system is quasi-total in trade and fishery, of about 98% in the processing industry and agriculture, 96% in hotels and restaurants, 93% in constructions, 80% in financial intermediation and of only 2/3 in transports.

**Unemployment** in Romania at the beginning of this decade was high, registering rates between 10.4% and 11.8%. After 2002, on the background of registering a turnaround process of the economy as a whole, the circumstances on the labour market improved to a certain extent, fact which allowed for an increase of the number of employees by about 550 thousands (by the end of the year 2007 against the same period of the year 2001). Under these conditions, registered unemployment decreased continuously up to 2007, when it reached a minimum of 368 thousands unemployed (unemployment rate 4.1%). The unemployment rate is higher among men and in the urban area.

**Unemployment among young people** is higher by about 50% against the average, and in the case of men it twice as high. Young individuals are predominant among unemployed who never worked and represent almost a third from long-term unemployed.

## **2. Particularities of Young People's Presence on Labour Market**

Young people represent the most mobile segment of migrant population, particularly for external migration. Aspirations related to incomes and professional career, and for relative independence against the family (single or without children) makes them more open to jobs farther away, if these satisfy expectations. On the other hand, the situation of youths on

labour market is difficult, as they are regarded as a vulnerable group: they have more difficulties in finding a job due to the lack of work experience (in Romania only few of the young people are employed during their period of higher education, and just some, by exception, during upper-secondary education).

Young people's employment is more volatile than of mature labour force. *Young individual's labour market is characterised by opportunities' deficit for decent employment, diminishment of workplaces, increased precariousness of employment (increased number of part-time jobs, and temporary employment) and wages' diminishment.* Youths are also facing increased difficulties on entering the labour market considering that, also during the economic expansion period there were issues related to creating new jobs for them. The lack of employment perspectives in a decent job on entering the labour market affects/compromises their route on labour market and career development. Additionally, *unemployment among young people has specific vulnerabilities – increased sensitivity to variations of economic activity, difficulty of creating new jobs for youths, longer unemployment period, and easier access to informal labour market, which turns into a true refuge particularly for graduates.* The estimates of the experts appreciate that a total unemployment rate increase by 1 percent is accompanied by a diminishment of employment among youths by 1.1-1.8 percents, and Romania is among the EU member countries with the highest unemployment rate among young people and an increase of this rate is expected (about 3 times higher than the general unemployment rate). The crisis “generates” precarious jobs for young individuals, which are low remunerated, often under the skills level, generating loss/depreciation of competencies or longer period unemployment and discouragement, and hence an increase of poverty incidence.

*On the labour market there is a considerable numerical and structural gap between supply (outcome of education for vocational training) and demand (the needs on the national labour market), amplified in certain fields by the free movement of persons (attractiveness of some better paid jobs, not necessarily in the same field of training), so that a significant deficit emerges for skilled personnel in fields such as constructions, industry, services, including here medical ones, while on the European labour market our citizens deliver preponderantly low/unskilled work.*

The activity rate and employment rate of young people aged between 15-24 de years is lower than the national average due to: lower population cohorts (as result of the demographic decline), of extending the duration of education, of the weak attractiveness for employment supplied on the market and of the national employment model which does not promote

youths' employment during study, but only as exception. As result, the two rates are placed by about 20 pp under the general average.<sup>1</sup>

If we analyse *the employment rate on educational levels* for the population aged between 15-64 years, it is found as trend for the last decade, a diminishment of the indicator's value for those with secondary and higher education, hence, the labour market loses the quality of the labour force due to the higher adaptability for atypical employment channels, respectively the informal economy and external mobility. As fields, youths between 15-24 years are employed preponderantly in constructions, trade, hotels and restaurants, and those from the age group 25-34 years in real estate transactions and trade. Men are more numerous in all socio-professional categories, partially justified also by the favourable life period for women to have children and therefore, lower participation to labour market.

At an employment rate of working age population (15-64 years) of about 60% in the 3<sup>rd</sup> quarter 2009, 26% of the youth were employed (15-24 years). The highest employment level is among the graduates of higher education (84.6%) in the same period and decreases to about 45% for those with low training level.

*Secondary education graduates* have an employment rate varying on averages around the national values, the employment rate in the rural area being reversely proportional to the training level in the case of studies on levels from pre-university education, the opportunities provided by the rural area being in activities (either remunerated or non-remunerated) developed in agriculture. The estimates (CEDEFOP 2008) show that up to the year 2015, about 30% of the jobs will require higher education, and almost 50% at least upper-secondary education, thus decreasing significantly the number of jobs requiring a low qualification level.

Professional insertion of a graduate is strongly influenced by the school where he/she studied, the field of study, the level of the region's economic development, companies/firms where he/she did internships or worked during the period of studies, the recruitment companies where he/she did interviews, by conferences and trainings to which he/she participated, etc. The vocational guidance already during high-school of youths with respect to the professional profile, and choosing the university training depending on the intended trade/profession for career development, correlated with aptitudes and skills gained, but also with the demand on labour market triggers a higher employment rate of graduates and a relatively shorter time of searching for a job which is "adequate/corresponding" to individual aspirations. From this perspective, the employment opportunity is inversely proportional to the amount of

self-imposed restrictions of the graduate. It is also the reason why for youths (15-24 years of age) the long-term unemployment rate (unemployment for 6 months and over) was, for instance, in the 3<sup>rd</sup> quarter of 2009 (AMIGO data, 2<sup>nd</sup> quarter 2009) of 10.4%, and the incidence of long-term unemployment among young people of 46.9% (at an average unemployment rate of 6.8% per total and of 22.3% for those between 15-24 years).

In the case of analysing the insertion rate of *higher education graduates*, this one is lower as compared with the average situation for total young people who get employment and particularly during the first year after graduation, due to the fact that a faculty graduate shall search for a longer period, and shall have more pretences about the workplace – under the aspect of the professional profile of the job, but also of the remuneration level provided (very often much lower than the expectations of the graduates). Even if the State provides for fiscal facilities for youths' employment (for instance, the employer shall receive for a period of 12 months the minimum wage on economy), due to the complementary conditions (including the obligativity to stay on the job for at least 2 years), and to the high mobility of young people searching for a job in accordance with their professional aspirations, the share of resorting to these facilities is very low.

It is noticed, also, that the women have an employment rate by about 30% lower as compared to men. However, they have an enrolment rate to upper-secondary, respectively higher education which is significantly higher than in the case of men, a situation explaining the more diminished employment rate for them.

On medium- and long-term, job security for youths with higher education is relatively higher, but also the opportunities are more for mobility based on advantages at the moment of employment.

In general, young graduates are regarded on insertion on the labour market as being disadvantaged by the lack of experience, yet the relative advantages are net superior: potentially high productivity, adaptability, and novelty acceptance, theoretic knowledge, and they can be regarded as “relatively cheap”, the lack of experience diminishing the insertion wage level almost down to the legal minimum margins. The handicap of the experience lack can be relatively easy eliminated by training on the job, which in relation to trade and skill levels attracts higher or lower continuing training costs. Yet, these costs are absorbed on medium-term by individual outcomes and performance, if employment motivation exists. Motivation and satisfaction on the job are very important components for graduates and young people, in general, and therefore they

become more easily unemployed and search for a relatively longer period of time an adequate job.

It is noticed that the unemployment rate for the age group 25-34 years is closer to the general one, which leads to the idea that young people after graduation have a short period of feverishly searching for a job, with frequent changes and unemployment periods alternated with employment periods until they find a job, or migrate for employment outside the country.

The period of the financial crisis triggered a more marked unemployment increase among young people, but the low share of unemployed in total. Unemployment among young individuals increased significantly during the period of the financial crisis not only in Romania, but also in many EU member countries. If in Romania, by mid-2009, was recorded a youths' unemployment rate of 19,6%, in Spain, Latvia and Italy this rate was of 25 and 34%, and in Poland just a bit above 18% .

From the presented data we can state that the labour market, respectively the business environment is more exigent with respect to young labour force, entering the labour market after graduation. Young people have difficulties in finding a job which is adequate both from the professional and monetary viewpoint, a reason for which both fluctuation between employment and unemployment and reversely but also having for a longer period of time the status of unemployed are an important barometer of the reform of the permanent education system in Romania. Moreover, the information about vocational training programmes or for adjustment on the job may provide data about the dysfunctions and non-correlations between the education system and demand on labour market.

The transition from school to active life and integration in a job of young people represents an essential issue with a strong economic and social impact as it is at the same time an *important measurement of the external efficiency of the educational system*. Unfortunately, there are high differences on educational levels with respect to the *development and application of graduates' monitoring systems*.

## Conclusion

The outcomes of the survey from 2009 associated with the reform measures on both markets (education and labour) allow for formulating some conclusions/outcomes and may represent milestones for defining the improvement framework of the communication relationships/channels' system between the two systems/markets. The most significant results are: