

MANAGERIAL STRATEGICAL CHANGE AND UNIVERSITARY COMPETENCES IN ROMANIA

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ABSTRACT: *The paper deals with the change within the education at the macro level, a comparison between change before and after 1989 – before and during Ceausescu's communist period of time and changes between 1989 and 2018, the role and importance of National Qualification framework and European Qualification Framework and the result of change at the level of diploma supplement from public administration field. The diploma supplement is seen as a new managerial tool of transparency and a supportive tool for the Romanian students who must have opportunities for employment within labour market in E.U and outside of E.U.*

KEYWORDS: *strategy, change, management, competences, European Qualification, Framework, labor market.*

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1. INTRODUCTION

Within the UN countries, there are huge differences at socioeconomic level and at national level, there are inequalities at regional and local level. The global policies cannot be applied for the implementation of the sustainable development goals, thus strategies must be applied according to national, even regional and local particularities (SZABÓ, 2016).

The labour market of EU is a large one for all the member states and especially for students and teachers, too. It is a reality and it is well known that every student or graduate of a university degree can go without barriers to find a job or to get a student scholarship in any European country. But, all the universities from EU countries are prepared to assure the same quality standard for their similar study programmes?

At the same time, what is written and declared as competencies by the university authority inside the diploma supplement, are they really competencies or there is a gap between what is written on a headed paper and what is in reality as a real competence?

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That is why the importance of the national occupational standards from each EU country is very high, the equivalence between them at the level of competences is a must, as otherwise different standards of occupation can create problems within: 1- the education market and labor market within EU market; 2-education market from different countries; 3-labor market from different countries; 4-the relations between education market and labor market from different member states. Just to give an example from the point of view for changes within labor market, regarding the 3rd point above, we can see some details on controversial law aspects within individual labor disputes by Roxana Maria ROBA (ROBA, 2017). We also can analyze the evolution of the rights for the dismissed employees, just to underline that changes are often happening and quick inside the labor market, with some particularities in each country, not only in Romania (ROBA, 2018). These changes happen within all member states of EU and can be made a comparative analyze for all 4 variables above, if we shall choose some relevant criteria, such as: number of changes for a short period of time, such as five years, number of changes per year for some laws in different countries, the impact of one change after five years, etc.

For the education market, going down the demographic indicator of number of born people and dying people for the last 10 or 20 years, together with the number of graduates for the local and regional general schools and lyceums, universities must change and adapt the tender for specializations within the faculties, the study plans either to survive, either to preserve their market share. So, the importance of the correlation between education systems and labor market systems, between member states and inside every member state, is very high. On short, this is a real problem and a trust problem oriented to reduce the unemployment rate with superior or long term studies for Romanian graduates and not only. There also is an efficiency problem of using public money for public and private university when the unemployment rate of university graduates.

2. CHANGE AND MANAGEMENT CHANGE IN OUR DAYS

Both markets, education and labor, are markets that develop themselves with different speed of evolution, which are different between themselves and different within the EU member states. What is common for these markets? The speed of change for labor market is higher than the speed of change for education market, as this market is adapting easy to the demand and tender and the statistics about unemployment is monitored in real time in comparison with other markets.

So, the education market must follow the labor market, or must be pro active, if there are research studies regarding the potential change for the following years regarding the number of jobs that can increase or decrease, the types of jobs that can be required or not required in the following ten years, etc. Who is in charge with these research studies and who are the actors which can take advantage on these research studies? In my opinion, should be done using public money by the ministry of labor and by institutes for forecasting in each country, but comparative analyze between countries regarding changes in both markets, education and labor, are also necessary.

The new orientation must be based on The Knowledge Triangle-General, Concrete and Specific, where the trends can be anticipated by the objectives of the EU Commission at the

general level, the concrete aspects belonging to different member states, and specific aspects only at the level of each country.

That is why the long term education policy is a must from the general point of view, and concrete and specific problems must follow if applicable. Here, we can think about the impact of new digital technologies which influence IT and degree of renewing the infrastructure in educational field due to the new discoveries in science and technology. Cultural aspects can also influence the rapid answer or a slow answer to the change at EU level, for both markets, educational and labor.

3. OCUPATIONAL STANDARD

Every job can be analyze, if we answer to the main question, What must know and What must do an employee, such as, a fire man, a teacher from the general school or from the university, a cooker, a cleaning lady or a gardener? On short, which are the competencies that should have a specialized worker or a manager or a director within an organization?

In this respect, the occupational standard is a tool that interconnect labor market need by the help of key competences, abilities for an occupation and the basics of education and training.

The content shows the knowledges, level of qualification, educational level, plan and analitical programme for theoretical and practical training, requirements for an easy access within labour market, promotional requirements, personal development, diplomes/certificates, supliments to diplomes/certificates, all these just to assure the quality of the system. As a clasification of occupational standard in Romania, applying The Triangle of Knowledge, we can say that in such cases there are particularities for every occupational standard, so that it is a neccessity to be able to compare the type of competencies of an individual in France, Germany or Romania, and not only in these countries, number of competencies, the level of qualification etc.

In order to design an occupational standard, we must take into account the main tasks and responsibilities of that occupation, according with three main dimensions: ISCO-International Standard Classification of Occupations^{1, 2}.

In our days, the linking between private companies, social partners and universities, the real needs of labor market are not so good, as the indicator of unemployment for university gradutors show. At the same time, a graduator of an university is finding a job that is not related with his specialization during university, or with a job correspondig to a level bellow, under Level nr.6.

This shows that in many cases, the efficiency of public money is not a good one, as this indicator shows a gap between labor market and educational market if the unemployment rate is increasing.

¹ https://www.ilo.org/wcmsp5/groups/public/@dgreports/@dcomm/@publ/documents/publication/wcms_172572.pdf, COR-The Romanian Standard Classification of Occupation, see https://www.rubinian.com/cor_1_grupa_majora.php,

² ESCO-The European Skills/Competencies Qualifications and Occupations, see <https://ec.europa.eu/social/main.jsp?catId=1326&langId=en>)

European Qualification Framework or EQF is a common referential system which correlate all the national qualification frames from EU and it is a tool or a frame that helps the translation within EU between different countries. It is like a dictionary in order to assure Transparency, Mobility and Trust between EU members. EQF shows how deep a national framework corresponds to EQF and here we can speak about integration of all countries with both markets, education and labor.

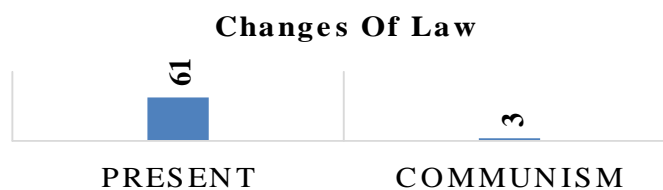
As another advantage, EQF is a supportive approach when a person wants to go in another country and/or wants to change the job in another country or transfer within another educational unit-university, school, lyceum, from another country. So, there are 8 levels of EQF from 1 to 8, where the knowledge is a basic criterion. For example, Level 6 is for gradutors of short term studies (three or four university years of study) – for example, see a student in Public Administration in Bucharest or Budapest, UK, etc., Level 7 is for a master degree, while Level 8 is for doctoral studies.

4. EVOLUTION STEP BY STEP AND STABILITY OF LAW OF EDUCATION IN ROMANIA

The 1st Law of Education after 1989 Revolution in Romania happened in 1995. Since than till today, this law has been modified for 61 times. During communist period, there were only three changes.

Since 1989 till today, in Romania have been appointed 26 ministries. So, the ratio of change was 1,08 ministries/year.

The most important conclusion is that only within the law of education and within the managerial approach in public administration; we cannot speak about strategy and strategically management. Such a ratio above shows that no ministry can get efficiency if the managerial period of time is maximum 1 year. Can we speak about strategically management? The answer is of course, negative.



Essential changes happen only during the following ministries, such as: *Andrei Marga, Ecaterina Andronescu, Alexandru Athanasiu, Cristian Adomnișei, Daniel Funeriu, Remus Pricopie.*

There is a vicious circle due to the activity of the ministry Daniel Funeriu, whose impact upon the Law of education nr. 1 /2011 is considered to be still negative, due to the new criteria of promotion for university teachers paid from public money and positive, too, due to the new transdisciplinary approach in university education. But a comparative analyse will be done in another paper.

From the political point of view, we can split the period of time regarding education field in three categories:

-After 1945 till 1949, the copy of Russian education system, based on the roots of the new working social class where the belonging to this social class can assure a study place within a university and on the contrary, where belonging to a rich aristocratic class or a non desired party did not give to a person the right to become a student. Russian language had to be studied at the lyceum or universities.

-After 1958, we can speak about a liberal approach even it happened during the communist period, as for the first time the national education system introduced the study of foreign languages such as English, French, Italian, German at the same time with Russian language, at the lyceum, high schools or universities;

-Third period was after 1972 and it was focus on the linking between labor market and education. Ceausescu was influenced after his visit in China and North Korea, too. Romania was the only country in the world where there was no unemployment, due to industrial development orientation linked with education and training markets.

The graphical representation above underlines the number of changes for The law of education for the time being in comparison with the communist period during Ceausescu regime.

Conclusion regarding the dynamic of educational field is that in our days the relation between education market in EU and education market in Romania is the main cause of such a big number of changes. A lot of changes are required by EU, so that integration of educational market within EU is a long term process on going.

5. DIPLOMA SUPPLEMENT

This is an official paper which shows knowledge and competencies of a graduator for the Level nr. 6. So, a student who studied three or four years can show in front of the employer what does he know and what can he do?

On the other hand, this official paper respects standards of EU-Europe Council and UNESCO.

Thirdly, it is a tool which assures the transparency and trust for Europass.

NAQ is The National Authority for Qualification in Romania, an official body that is in charge with all the changes within the educational system in Romania, in order to be referenced according with EU standards for education and labor market.

NAQ together with Labor Ministry cooperate and control the activity of all the training companies in Romania which are authorized for different jobs and specialized courses to deliver qualification certificates recognized in Romania, control the activity of local commissions which authorize the training companies and together with sectorial committees control the activity of all the centers which evaluate the competencies and deliver competencies certificates.

NAQ publish national reports, papers about qualifications and vocational training of adults, trends and statistics, other activities according to the law.³

³Hotărâre pentru modificarea și completarea Hotărârii Guvernului nr. 556/2011 privind organizarea, structura și funcționarea Autorității Naționale pentru Calificări, see <https://www.edu.ro/sites/default/files/fișiere/Minister>

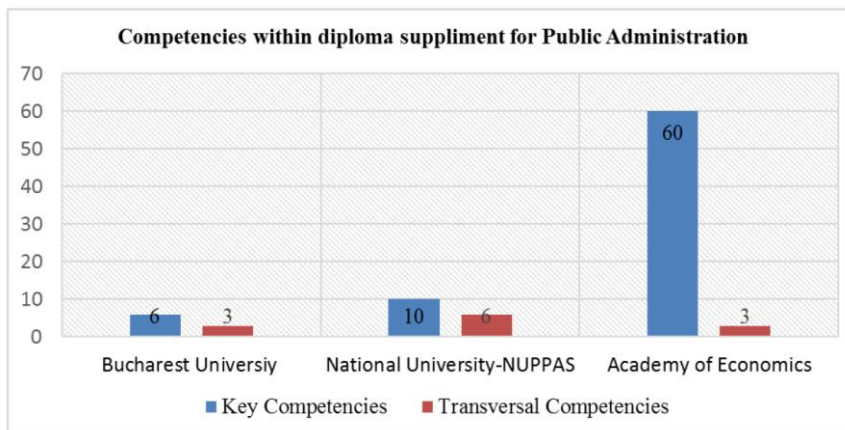
One of the weakness is that Romanian educational system is not enough linked with the needs and evolution of labor market. On the other hand, due to a lack of communication between these two institutions, Education Minister and Labor Minister, due to a lack of laws oriented to the gap between education and labor market, responsibilities, penalties, etc., NAQ cannot force directly changes or improve the training system for standard jobs. The training activity belongs 100% to the organizations, such as ONG s and private companies which cannot assure the quality of this activity and the corruption is strong developed-there are many cases when individuals just pay to get their official diploma for jobs belonging from Level nr.1 till level nr.5, without practising and theoretical training. Why it is possible? Because of the lack of legislation that was described above, because is nothing written in the law about some aspects which cannot be brought on the right way, as there is no penalties for different types of breaking the law or the mechanism of taking penalties is very complex. The training activity is the responsibility of education field or labor field, or both? When the universities wanted to be involved in monitoring and control of training and vocational activity the labor ministry was against and vice versa, as the law was not good enough. To change the training law in our days is very, very difficult if there is no political interest.

Another paper will analyze these very important aspects and why it was possible to go down the training activity in Romania and why is corruption within this field.

Regarding the impact of NAQ upon the universities, this authority claim the lack of transparency of Romanian universities, where universities do not want to take care about the requirements and directions of developing for education system asked by NAQ or Comission in Brussels. On the other hand, universities do not want to be involved in training activity for Levels nr. 1 till Level nr.5. A special strong ego is the main cause together with the culture of organizations and together with political aspects from different parties, Government and Parliament.

If somebody wants to see what are the competencies of a grader from Level 6 and goes to check this information on the sight of a university, the answer is that this information is not put on the site. The responsibilities of NAQ are not well known in Romania even by universities and even the diploma suppliment can be found on this site, it is very difficult to find it.

But what is more important follows now. So, if we shall make a comparison of different diploma suppliments from different universities but with the same area of education and the same specialization, we shall be very surprized to see that the competencies are not the same.



So, who is the best university graduate and where from is coming this graduate in Romania with such very good abilities, skills and competencies? Why there is such a very big difference within the content of diploma supplement? We can see that for the same Public Administration specialization, analyzing Bucharest University, National University of Political and Public Administration Studies in Bucharest and Academy of Economics in Bucharest, there is a big difference between key competencies shown, such as 6 for the Bucharest University, 10 for the NUPPAS and 60 for Academy of Economics in Bucharest. Regarding transversal competencies, there is also a difference, such as 3, 6 and 3 for the same universities in Bucharest-see the graph below. We can make a complete analyze at the national level, so that differences can appear once again.

6. CONCLUSIONS

As these ego of universities, of their rectors due to inside organizational culture-of course, not all of them, are high enough and not oriented to solve the interest of students at the same time with the interests of university teachers and labor market needs, the positive change improves very slow the educational system in Romania.

The speed of change must be synchronized between education and labor market.

The first priority is the interest of how performant can be a graduate student taking into account the future of national labor market linked with European labor market and planetary labor market.

The diploma supplement must have a content synchronized with the trends of labor market inside Romania, EU and non EU markets, including the changes at the planetary level.

Just today, the orientation for the future educational system can be driven by a long term strategy for an interlinked education and labor market at three different levels: national, European, Trans Atlantic and Planetary level.

But there is no strategy well defined, as the Law of Education nr. 1 in Romania together with Labor Minister suffered so many changes, that we cannot speak about strategical approach.

The divergent perceptions between the actors well defined above of what can be done for supporting the future of Romanian students inside EU and outside of EU do not have a functional frame, even there should be a frame of an actor, named Sectorial Committees where trade unions, private and public companies, NAQ are represented. But the rules and attributes without means of intervention are not enough for the time being.

The rectors from The National Council of Rectors, the position and the image of The National Authority of Qualification are the main actors which can influence rapidly the change in Romania.

The NAQ should be improved by the help of law with few responsibilities, tools and means which can empower this organization in front of universities and Labor Minister.

The future interests of Romanian graduating students are not well protected in our days.

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