

Section VI  
**EDUCATIONAL POLICIES AND STRATEGIES**

**THE POPULATION'S ECONOMIC EDUCATION IN THE  
ROMANIAN ACTUALITY**

**Mihaela, Savu**<sup>1</sup>  
**Dumitru, Ciucur** - Professor Emeritus<sup>2</sup>

**Abstract:**

*This paper aims at to present the essence and the role of economic education related to the natural movement of a functioning market economy in the Romanian actuality. We understand education as an important form of social consciousness in the sense of bipolarity, namely as the premise and the effect at a dynamic microeconomic and macroeconomic level. In this dynamic movement, economic education appears more and more visibly as a new factor of production or as a new dimension of human capital.*

*In our approach we consider several theoretical and methodological axes that allow us to reveal the interdependence of education to the economic and social development, from an emulative or frantic perspective. In this way we treat the evolution of complex phenomena of economic education in terms of public policy, highlighting the need to intensify the decision-making efforts of management and execution, consistent pursuing to link the causes with the effects of economic education in the Romanian actuality.*

**Keywords:** *contemporary specialist, economic education, educational system, human capital, labor crisis*

**JEL Classification:** E00, A20, D00, I25

*The key factor of education, either that of the individual or his children's on the social scale, is education. Ignorance not only leads to hard, uncomfortable, boring work but often to not work at all. Improvement comes with education and only by education; without education there is nothing and the only plausible answer is to crime and violence. Maybe those who rank the lowest on the social scale should be the ones receiving the best education, because they need most the resources enabling them the escape from ignorance.*

John K. Galbraith

## **1. Economic education: essential, mobility and strategic mechanisms**

### **1.1. The foreword analysis**

In terms of modern economics, the economic education becomes a general need, related to the requirements of sustainable economic growth. In this respect it is necessary to emphasize that economic education acquisition is a complex process that occurs in stages of training and labor force development. Starting this process consists in acquiring professional qualifications specific to each socio-economic field, continuing with the acquisition, to a sufficient extent of some economic and monetary concepts and mechanisms, financial-currency and management- informational concepts and mechanisms specific to each human productive and utilitarian behaviour.

In the natural socio-economic dynamics there are involved various moments of human liberation in his struggle with the natural environment along with his tendency of being the measure of all things, to know and to know himself, appreciating human greatness and its possibility of economic performance.(Ciucur, 2014) Analysis of economic education should consider first the following referential: people differ in their

---

<sup>1</sup> PhD Associate Professor, "Constantin Brancoveanu" University of Pitesti, [ioneci\\_mihaela@yahoo.com](mailto:ioneci_mihaela@yahoo.com)

<sup>2</sup> PhD Professor, The Bucharest University of Economic Studies

native physiological dowry; they acquire multiple skills, intellectual skills, physical and moral; thus, they get multiple and diverse outcomes, waiting for a suitable reward.

The social area of human personality manifestation is working in a broad sense, starting from the simple training and acquisition of skills down to their use in the production of goods, services and information. Only labor can accomplish human nature, but human native predispositions give him only the general directions of neurophysics evolution. The human way of action is modeled by the social environment, by training and education, by family, organizations, institutions etc. Currently, work has to be regenerated in the sense of relating closely to the requirements of the competitive market economy, efficient, leading to welfare.

Human personality is revealed and developed by its acts of ethics determined by his professional conduct and culture. Historical experience, stored in professional and cultural heritage, taken over by the new generations, is the framework of work efficiency at all levels of economic aggregation. Building its own culture, every nation is building its own model of personality as the synthesis of professional events, spiritual and cultural needs of all people in it.

In the modern timeliness it is found, more and more pronounced, that the human personality includes both what man is and what he can become through training and education. Society should promote a genuine system of values in which the human is his own mean defined by material and spiritual values based on highly skilled labor, efficiency, ethics and social justice. Human issues need to be addressed specifically in the historical process of becoming and affirmation of economic education, taking into account the specific conditions of Romania. (Ciucur, Ciucur, 2012)

Education should not be dealt in a hurry, as an emergency, but as a profound, long-term process with permanent mobility and viability. Education “is not a kiosk where you can buy diplomas”.

Economic education has a complex substance that is made in the upward trend, coupled with the work of specialist trainers for the economy. It is directly involved in the economic environment that people influence in all the moments of the economic cycle. The educational process remains open in time, and the future can bring us something better, a better economy and society, or something worse, if people’s education will be superficial. Serious surprises can occur if people do not enjoy the economic benefits of civilization, the great advantages of science and technology, having to deal daily with inequalities, inequities and dramatic injustices.

The essence of economic education is reflected in the **many forms** that prove to be useful for the allocation, use, and efficient consumption of material resources, human and financial monetary ones which are limited, rare and expensive. This becomes increasingly important as we find that the trend of human addiction to foreign resources is increasing, and also the addiction to ratify the means to purchase and use of development resources by the international courts.

Everyday realities suggest the need for revealing several **criteria** for defining these forms, such as:

- Internal and external structure of the content, content function;
- Type of organization;
- The coverage of behavioral efficiency.

Such forms may be:

- Microeconomic and macroeconomic education;
- National economic education compliant with the European one, the global one;
- Education for entrepreneurship and economic business administration
- Education management;
- Marketing education;
- Monetary and financial education;
- Education on economic diplomacy and international logistics;
- Education of translation and interpretation;
- Education of economic communication, etc. (Ciucur, 2014)

These forms are made in schools, universities, large companies, institutions and organizations in accordance with the law. Through such forms, systematically monitored and evaluated, in line with national and international standards, the experts, the people acquire and develop skills and abilities necessary for effective behaviour as consumers, producers or managers. Exaggerating one of these qualities is harmful.

In present conditions, the economic education is made within the **human capital** as a neo factor of production. Investing in this chapter is the only chance to deal with the pressures of tough and permanent economic competition both nationally and internationally. Economic education is increasingly oriented towards the **production of knowledge**, by combining scientific research with economic development and swift transfer of the intellectual product to the market. It promotes the inversion of the trend of leaving the country with the only trend of encouraging brains within Romanian economy. In actuality, economic education is carried out in relation to mutations occurring in human content himself, therefore of those that prepare themselves for technical computing professions. (Ciucur, Ciucur, 2012)

Thus, it becomes striking the exigence of the economic education orientation towards understanding and acquiring compatibility of the human-spiritual criteria with the economic and ecological criteria for optimizing economic growth in such a way that the net added value to proportionally gain all participants in economic and social life and the natural environment to not record any losses. Romania evolutionary direction is given by domestic production relationship with human well-being through economic education in a new spirit, in accordance to a new culture of education required by internal and external competitive market.

Understanding such foreword analysis of the economic education, we can synthesize specific processuality of training this educational concept.

## **1.2. The concept of economic education**

Given the strengths and limitations of various epistemological views on economic education, formulated in time, we can reveal that **economic education** reflects a set of measures and economic measures undertaken systematically to the formation and development of intellectual and native justice skills, as well as those specific to the economic life acquired through training, in accordance with the requirements of economic rationality. Economic education is part of the social consciousness, a segment of the economic value preserved in humans, whose efficiency is achieved at all levels of economic aggregation by exact management with its systemic circuits.

**The concept of economic education** involves inherited, native wealth of human and also acquired skills through educational and cultural formation that defines him and also it brings him closer to his peers, in a certain socio-economic environment that he creates and continuously develops. Every person is defined by education and economic behaviour, seeking concrete economic results that can be rewarded accordingly. (Ciucur, 2014)

Specific circuits of economic education shall be in accordance with the laws and internal processes of science and training, as an expression of social consciousness.

We summarize some defining characteristics for economic education such as:

- It is achieved by gradual psychological- scientific accumulations , with specific qualitative scientific knowledge, in a logical and chronological sequence;
- It is reflected by assimilating scientific knowledge by moving from phenomenon to essence, from simple to complex;
- It is based on the laws of nature, of mind and society harmonized with the subjective legal laws;
- Presents a permanent dialectic movement, that requires a fair competition between different theories, doctrines or ideologies.

Such traits directly influence the economic and social development, causing an educational coordinate. Such a coordinate has its beginning in the family and continues in various forms of skilled labor, according to the National Framework of Professions, dominant in a given period of economic and social development.

Hence both the positive effects of education on the economy and the negative effects of such correlations. This forces the macroeconomic and microeconomic management to act with determination and responsibility to make economic education a rational way to revive sustainable growth and economic development. However, public management should take those measures and actions to ensure training and development of workforce in full agreement with the pursuit of economic development in the long term, to develop professional awareness and passion for working in a climate of fair competition. Otherwise, people's ignorance generates labor enslavement, wasting money by irrational actions, a venal justice etc.

### 1.3 Educational strategy

Economic education can motivate the efficient activity of the workforce, on the basis of an **educational strategy** accommodated with the targets of sustainable economic development of the economy. Educational strategy components would be:

- Achieving some stable scientific investments in human capital field or in the cultural-spiritual one, by respecting the rationality of cost-benefit function at all levels of aggregation;
- Rapid, judicious clearance of the shortcomings in the system of training and education of the workforce, based on effective restructuring of the Romanian economy as a whole;
- Administration of economic education of the entire population, corresponding to a new economic behaviour of people, in their capacity as consumers, producers and managers;
- Strengthen life and work ethic to generate the gain of good deeds and discourage bad deeds, in accordance with authentic freedom of the individual in the context of current democracy; increasing material and monetary-financial motivation of people who get thoroughly educated and true economic and social performance, lawful and moral.

We estimate that implementing these components of educational strategy generates deep and complex understanding of the necessity and possibility of economic education, strengthening the responsibility of every man to his own life, but for the life of the society, on the basis of a genuine best, that we can evoke. Through Europe Strategy 2020, Romania has set a target for tertiary educational attainment indicator 26,7% of the population aged between 30 and 34 years (table no.1), while the European target is that of 40%.

**Table no. 1. Tertiary educational attainment (% of population aged 30-34)**

|                   | 2011 | 2012 | 2013 | Target |
|-------------------|------|------|------|--------|
| EU (28 countries) | 34,7 | 35,9 | 36,9 | 40     |
| Romania           | 20,4 | 21,8 | 22,8 | 26,7   |

Source:[http://epp.eurostat.ec.europa.eu/portal/page/portal/europe\\_2020\\_indicators/headline\\_indicators](http://epp.eurostat.ec.europa.eu/portal/page/portal/europe_2020_indicators/headline_indicators)

Educational strategy must take into account that economic education involves systematic assimilation and correct **economic language**. In the age of computers this is not an intellectual fashion, but an organic requirement of long-term economic development. Economic language of communication based on sound economic theory favors a correct mindset, leading to the progress of knowing the complexity of modern economics, its mechanisms of operation, the formulation of solutions to address new economic paradigm.

Such issues are becoming more important if we consider that economic education refers to all categories of specialists, from modern economist to the fashion or sports manager or to the manager for showbiz. Finally, every man, as a rational being needs a certain level of economic education for effective management of revenue and expenditure in a time horizon and own complex of existence and operation.

#### **1.4. Education trainers**

Economic education involves increased responsibilities for both trainers and those who train and work in various fields. We shall only emphasize the aspects concerning the **trainer or the person committed to participate in public education**. We consider that to be human through school education, currently in Romania means preparation, passion, courage, determination and seriousness as **antischool temptations** are available to new generations and the spirit of disproof, negation and wickedness is manifested clearly. We understand, however, the school as the main form of education as a constant pillar of the society, as a program of life, understanding of time, its history, its duty to humanity. We do not understand the antischool phenomena which occur frequently and worrying in the current period.

Through school education must be correctly understood the relationship between what a man thinks and environment, between specific experiences of each individual and the essence of truth, to avoid unconditional trust in the court of absolute truth. In this way we can appreciate where the sadness, dissatisfaction, disinterest come from, why the man let himself be driven by bad senses, why he comes to be dominated by the attraction for something shallow, how is it that fear and ignorance devastates him at times . If people would understand such matters, then they might stop the harmful actions, the antischool actions, destructive or self-destructive.

Therefore, we hold that education is interfering now with the labor crisis, this becoming more and more evident.

In such circumstances, we think, however, it's worth being a trainer, a teacher in the present teaching system in Romania, acting with increased responsibility for training and educating young people very useful to society, especially in such austere times as the present ones. The profession of teacher is a noble one, although today some despise it and it is poorly paid. Romanian school seems to go backwards, forced by itself or by others. Successive reforms and restructuring school do not improve or consolidate the school system, but agonises it. A permanent education reform seems to be an action similar to a forester who planted a tree today, and tomorrow or the next week he will pull the tree out of the ground to see if it has grown or not. Education is similar to the root of the tree, which must be encouraged not hindered.

Therefore, the school and its ministers should actually strengthen, aiming primarily performance, efficiency and morality through the proper use of money and information technology. This can help us to deny the saying that "the world regrets yesterday future, saying how good it was when it was bad".

## **2. Insertion of education with normal-efficient evolution of the present Romanian economy**

We understand here insertion as binding, insertion of education to the real economy. This is done by blending two blocks of ideas; one covers theoretical and practical economic education and the second includes specific practical theoretical aspects of the economy. The flows of this twinning are multiple and in a constant diversification.

A correct interpretation of this twinning favors the incentive role, the constructive one or the phrenic one of the economic education on present and future Romanian economy.

### **2.1. Human inner experiences**

In the view of the insertion, becomes benefic revealing, first, the issues that concern **people's inner feelings** and showing their outward manifestation, which would lead to the transformation of education into a rewarding spiritual wisdom and also economic and financial one. Such issues as:

- Education must be present in the immediate experience of life, allowing social communication, benefic in removing conflicts.

- Education should not be diminished or cheated because it would lead to the alienation of man from his own emotionality
- Education concerns all sides of the economic life from high performance, generating the scent of human inner feelings and their external force
- Education is a state of consciousness that respects both the laws of human physiology and the laws of economics and material
- When education is neglected or superficial, sooner or later, it leads to stopping the development of the economy and human alienation from himself and the real economy.

Economic education systematically reflects the relationships between quantity and quality, between competitiveness and efficiency, between aspirations and **actual wellbeing**. These relationships, consistently complied are materialized in statistical indicators, which need to be assessed both quantitatively and qualitatively. Such performance indicators would be: domestic production, domestic consumption, foreign trade surplus or deficit, employment resources, labor productivity, financial and economic profitability etc.

Solid and permanent economic education must be understood and performed in agreement, on fundamental economic directions such as: sustained growth of profitable net economy; enhancing infrastructure; eliminate or at least reduce the old economy, old and outdated; real growth of welfare, taking into account the different types of existing wealth in the world: conservative-corporatist, liberal, social-democratic.

Therefore, the economic education of the entire population involves harmonizing mind and heart with the action to ensure social welfare, respecting the unity between words and facts, understanding life as a charity, which does not come naturally for either us or those who cooperate and live together with. We believe that in Romania, through education can occur normality, peace, balance, value where it belongs, treasured and respected.

## 2.2. Economic education and labor crisis

Another aspect of economic education insertion with our current economy crisis is the **mutuality of education with labor crisis**. The balance that the transition sits to free market economy, human, can go through budgetary deficits or surpluses, institutional ones, of labor employment and productivity, trade, monetary inflation etc. However, it is important that these should not affect the state of proportionality of the economic system, to be in the minimum and maximum tolerance limits of the parameters motion characterizing the trends. Beyond these limits, economic and social transition reaches crisis when state parameters of the economic system through their evolution attack the critical mass of proportionality, just due to the fact that the force of deficits and excesses that occurred over a long time disturbed the homeostasis of the human body.

To demonstrate the effects of the labor crisis, we **first pay attention** to the content and its area of expression. It follows that the labor crisis is an expression of the fundamental restructuring of the entire economic and social system, of its operating mechanism currently in Romania and internationally. The European Commission itself emphasized that “Europe is in a state of conversion. The crisis has shattered years of economic and social progress and highlighted structural weaknesses of the European economy. Meanwhile, the world turns faster and longer-term challenges (globalization, pressure on resources, aging population) is increasing. European Union needs to take their future in her hands”. Employment rate in our country has not changed significantly in the past three years, the effects of the financial crisis still being found in the Romanian economy (table no. 2). Romania chose a target for 70% employment rate of the population aged between 20 and 64 years.

**Table no. 2. Employment rate**

(% of population aged 20-64)

|                   | 2011 | 2012 | 2013 | Target |
|-------------------|------|------|------|--------|
| EU (28 countries) | 68,5 | 68,4 | 68,4 | 75     |
| Romania           | 62,8 | 63,8 | 63,9 | 70     |

Source:[http://epp.eurostat.ec.europa.eu/portal/page/portal/europe\\_2020\\_indicators/headline\\_indicators](http://epp.eurostat.ec.europa.eu/portal/page/portal/europe_2020_indicators/headline_indicators)

Also keep in mind, **secondly**, that the core of the labor crisis is the decreased confidence in the economic market, in its totality. There is need to rethink the libertarian theory and its efficient networking with improved understanding of the economic role of the present state, on the coordinated state-market mix.

**Third**, keep in mind that the essence of labor crisis correlates with the transition requirements of economic development of Romania towards a new production technique and a new way of economic thinking and economic behaviour. In this context, unemployment appears increasingly obvious as a relative surplus of population, which is formed in relation to the degree of availability of equipment and technology of work with the organic composition of capital (value and technical).

We do not insist on forming unemployment but highlights that this is not an absolute surplus of population, but a relative one. Also point out that under the strong development of science and technology, literacy concerns all persons who though can read and write do not understand anything, being practically “modern illiterate”.

Labor crisis is a complex and serious condition of demand and supply of labor, a rift between these forces of labor market, reflected in a drastic reduction of the demand for labor (because jobs are reduces) in deepening open conflicts between labor market players, between socio-occupational groups, between public and institutional entities. Labor crisis is not a simple socio-human warning, but reflects an open fracture between production and consumption, an obvious degradation of the fundamental features of the economy, an important turning point in the economic cycle in order to strengthen the asynchrony of the phases of expansion, crisis, recession and depression of it.

### 3. Conclusions

Education and Romanian society as a whole are in a specific trepidation, with accents of mess, which requires the attention of policy makers on all events. Here fits the saying of the former President of France Jacques Chirac “Our house is on fire and we look elsewhere” (Speech at Johannesburg, 2002). Moreover, it requires that the economic education movement to promote accurate understanding of topics for discussion on the state of Romania and other countries in Eastern Europe, because now we find that the main topic of public debate has changed, passing from the human rights, to the issue of corruption.

The evolution towards the global economy is difficult and not easy. It will bring many advantages related to those of the socio-human general progress. There will be radical changes in the consciousness of the individual and the common conscience of humanity. The truth seen by every man, the truth of existence and experience will have to liquidate old patterns of hatred, suffering, poverty and emotional darkness and make room for a different kind of man, with a new spirit. People’s spiritual renewal, of the institutions and organizations will generate a man able to discern the sincerity from falsity, responsibility from cowardice, fair wealth from illegal enrichment, democracy from chaos etc.

### 4. Bibliography:

1. Angelescu, Coralia (coord.) (2009), *Economie*, ediția a 8-a, Editura Economică, București
2. Ciucur, Dumitru (2014), *Memento economic*, Editura ASE, București
3. Ciucur, Dumitru (2014), *Criza muncii*, Revista Tribuna Economică, nr. 16

4. Ciucur, Dumitru (2014), *Educația economică a populației – prolegomene pentru analiza educației economice*, Revista Tribuna Economică, nr. 21
5. Ciucur, Elena, Ciucur, Dumitru (2012), *Calificarea economistului modern*, Revista Tribuna Economică, nr. 13
6. Dinu, Marin (2010), *Economia de dicționar*, Editura Economică, București
7. Dinu, Marin; Brateș, Teodor (2013), *Răzbunarea trecutului*, Editura Economică, București
8. Galbraith, J. K., *Societatea perfectă*, Editura Eurosong & Book, 1997
9. Gavrilă, Ilie; Gavrilă, Tatiana (2008), *Competitivitate și mediu concurențial*, Editura Economică, București
10. Paven, Ionela (2010), *Investițiile în economia contemporană*, Editura Casa Cărții de Știință, Cluj-Napoca
11. Popescu, Constantin (2012), *Despre viață și economie*, Editura ASE, București
12. Popescu, Constantin; Tașnadi, Alexandru (2009), *Respiritualizarea*, Editura ASE, București
13. Stanislav, Grof (2009), *Dincolo de rațiune*, Editura Curtea Veche, București
14. Stiglitz, Joseph E.; Walsh, Carl E. (2005), *Economie*, Editura Economică, București
15. Thomas, Piketty (2014), *Economia inegalităților*, Editura Polirom, colecția Eseuri & Confesiuni, Editura Economică, București
16. Zamfir, Cătălin (1993), *Sistemul de școlarizare pentru perioada de tranziție de piață, Calitatea vieții*, Revistă de politici sociale, Editor I. C. V. V., nr. 4
17. \*\*\* *Dicționarul de Economie* (2001), Ediția a doua, Editura Economică, București
18. \*\*\* *Jurnalul Național*, colecția din anii 2012, 2013, 2014
19. [http://epp.eurostat.ec.europa.eu/portal/page/portal/europe\\_2020\\_indicators/headline\\_indicators](http://epp.eurostat.ec.europa.eu/portal/page/portal/europe_2020_indicators/headline_indicators)