A New Approach to Management of Vocational and Training Education

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Abstract: We think that there is a need to be implemented a series of critical measures for a real reform of the technical and vocational education system in the context of the paradigmatic mutations generated by the switch towards the society of knowledge. At the same time, increase the accuracy and completeness of the records in the REVISAL software (General Ledger and Employees Registry) would allow a much better adaptation of the education system to the requirements of the labor market both by defining new professional qualifications and by substantiating the schooling figures on a real basis or by using labor market insertion as an assessment criterion for educational establishments. We also point out that the analyzes on the structure and trends of the Romanian education system, based on data extracted from the national statistical application, should be considered in the design and implementation of any public policy impacting on the business environment and regional development. We appreciate that only through full knowledge and awareness of the labor market realities, including the correlation with the structure of the education system at the regional level, is possible a homogeneous development of the labor force, correlated with the competitiveness fields and with the investment priorities of Romania.

Keywords: *education; critical measures; labour market; development.*

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1. Introduction

Applying and developing effective policies for the integration and compatibility of education systems have their rationale in the ideal of a better life for all Europeans. Europe is traditionally considered the cradle of universal civilization, but this should not fuel the Eurocentrist concept, instead it should contribute to solving the problems of the contemporary world.

Only through education is it possible to change an old mentality and develop a mentality capable of giving the whole world a new model of coexistence of peoples in a complementary spiritual interference. In the view of education experts, the integration and compatibility of the education systems of the European countries is related to the fulfillment of several desires, which obviously link people's hope for a better future.

2. Theoretical Background

The school presents a series of particularities, as a management system, structured in four subsystems: decisional, informational, organizational and methodological, between which there is a functional interdependence, particularities which must be found in its development strategies. The overall strategy includes mission, vision, strategic and operational objectives, execution deadlines, resources, implementation modalities, performance indicators and competitive advantages, all of which are combined into a grounding, development and implementation mechanism (Iosifescu, 2003-2004: 152-160). From this perspective, the complex process of changing the management paradigm requires adaptation to the requirements and exigencies of the current social environment, the knowledge-based economy and society. The anchoring of schools in Romania to the requirements of the European educational system requires a permanent exchange of information with institutions of the same profile in the European space that provide the necessary managerial know-how for competitiveness (Felea, 2008). The development of this permanent exchange of information involves the following methodological aspects:

- valuing results from other countries in the educational field
- design educational strategies and policies in line with European developments
- the development of international exchanges of students, teachers and managers, especially with European prestigious units, and the establishment of strong partnerships with them.

Organizational culture helps us understand the differences that occur

between what is formally declared officially by managers and what is it actually happening within it. Through organizational culture the different rules, procedures, statements or decisions are interpreted and, in a some extent, even applied (Goldbach, 2015).

These new approaches bring a novelty: the expansion of comparative management, focused on the transfer of educational, managerial and scientific know-how between schools in the European Union. Various theories about decentralization and school autonomy in Europe have been launched, theories evolving from the need for more democratic participation to effective public management focused on the concern to improve the quality of education (Goldbach, 2017). Firstly, the notion of autonomy, refers to financial management and human resources, in these areas the schools have different degrees of freedom. Schools are considered to be completely autonomous or with a high degree of autonomy if they are fully responsible for the decisions they take. However, this does not remove the possibility of consultation with other educational authorities. If decisions are made within a predefined set of options or if they require approval for decisions from their educational authorities, then schools are partially autonomous (Goldbach, Barbu & Bidireanu, 2018). Autonomy can also be involved in situations where rules or regulations are lacking.

Decentralization in education involves the redistribution of decision-making powers and resources, of responsibilities, from central to local level (Goldbach & Hamza-Lup, 2017). In the new context, the central authority will retain the monopoly of developing educational strategies, law enforcement and quality control education (McGinn & Welsh, 1999: 121-125).

The changes envisaged in education through decentralization apply primarily to the educational unit, to the performance of the school by strengthening the autonomy and the capacity to manage the financial and human resources, secondly at the local level, increasing the level of accountability of the local community and, thirdly, at the central level, to make work more efficient by relieving current management tasks and focusing on educational policy-making (Nicolescu, 2007: 119; Stegăroiu & Niculescu, 2000: 21).

3. Argument of the paper

Compatibility and integration of the education system would provide our country with multiple openings for cultural valorisation and insertion into the European labor market, for collaboration in science, culture, politics

and education. Internationalization and globalization mean a complex process that influences all types of organizations because multiplying the links with the national and international environment requires competitive, adaptive, flexible and open organizations. The orientation of schools on such a trajectory is achieved through a strategic management capable of leading them towards educational performance. This tendency of internationalization in the educational system is highlighted by enhancing spiritual, cultural ties, recognition of diplomas, exchange of teachers, the establishment of transferable credits, the acquisition of successful managerial models, the dissemination of good practice (Study on labor force analysis at the level of Romania's development regions, 2018)

4. Arguments to support the thesis

In a dynamic and complex society, modern organizations have so many challenges, with such profound implications that believing that they can only be solved by old management methods, would be not only a big mistake but also an extreme attitude harmful. In order to gain a strategic advantage, organizations need to prioritize their strategic management lifecycle, namely: analyzing the internal and external environment, setting strategic goals and targets, making decisions, allocating resources, implementing decisions, evaluating outcomes obtained and the appropriate corrective measures for an efficient management. The importance of strategic advantage in a competitive development is decisive. It is prefigured by the reputation of the educational institution in the community, according to the marketing strategy adopted. Both the tangible component: buildings, land, laboratories, information systems, adequate facilities, and the intangible component: the performance of the school, its positioning in the regional, national and even international educational system contributes to building the image of an educational institution.

To support the arguments of this article, the authors analyzed a number of education-specific indicators: the specific school enrollment rate by age group or degree of enrollment in education, the gross enrollment rate of children in education at a certain level, the share of students in technological high school and vocational education of all pupils enrolled in high school and vocational education, the number of students enrolled in high school and professional education, the number of graduates by level of education

The specific school enrollment rate by age group - degree of enrollment in education - is the total number of pupils of a given age group,

irrespective of the level of education they are enrolled, as a percentage of the total population of the same age group. The authors have analyzed the specific school enrollment rate by age group or degree of enrollment in education using and processing the data from National Institute of Statistics, between years 2010-2017, as shown in the table below.

Table 1. The specific school enrollment rate by age group - degree of enrollment in education

	2010	2011	2012	2013	2014	2015	2016	2017
11-14 years	94,3	93,1	92,1	91,5	90,7	90,3	90,4	89,5
15-18 years	86,2	84,2	82,2	81,4	80,1	78	77	77,4
19-23 years and over	85,2	72,5	67,7	66,9	66,4	65,2	65,7	67,6

Source: INS Tempo – Online – SCL 102 A from 2010 to 2017

The specific enrollment rate for the 15-18 year old population decreased in 2010-2015, from 86.2% in 2010 to 78% in 2015, after which there was a continuous decline in 2017 the rate being 77.4% below that registered in 2005.

For the population aged 11-14, the school enrollment rate decreased from 94.3% in 2010 to 90.3% in 2015, followed by a fall in 2016-2017, to 89.5% in 2017. The specific enrollment rate for the population aged 19-23+ also decreased between 2010 and 2015, from 85.2% in 2010 to 65.2% in 2015, after which there was a significant decrease, registering 67.6% in 2017. (figure 1)

Source: data processed by the authors

Figure 1. Evolution of the specific school enrollment rate by age group - degree of enrollment in education

The gross enrollment rate of children in education at a certain level is the share of children (preschool, primary, gymnasium, high school, vocational, post-secondary, etc.), regardless of age, of the total population of official age corresponding to that level of education, relative to a specific one school year. In our analyze we use the gross enrollment rate in vocational education by gender using and processing the data from National Institute of Statistics, between years 2010-2016, the latest available data being for 2016, as shown in the table below.

Table 2. The gross enrollment rate in vocational education

	2009- 2010	2010 2011	2011 -2012	2012 -2013	2013 -2014	2014 -2015	2015 -2016
total	5,8	7,8	1,8	3	4	7,8	7,6
F	1,9	5,7	1,3	1,5	1,9	4,2	4,3
M	9,5	9,7	2,2	4,5	5,5	11,2	10,9

Source: INS Tempo – Online – SCL 103 A from 2010 to 2016

At the level of vocational education, enrollment rates declined sharply in the 2009-2011, from 15.8% to 1.8%, due to the abolition of Schools of Arts and Crafts. Starting up with the school year 2012-2013, indicator values are rising, reaching almost 8% in the 2014- 2016, the year for the re-establishment of vocational education after the completion of education secondary. Educational policy measures implemented over the past few years have led to more guidance students to this training course.

In view of the gender criterion, there is a greater emphasis on vocational education of the male population to that of the feminine. The maximum of about 7 percentage points is reaches the end of the analyzed range in the 2009-2010 and 2014-2015 school years.(figure 2)

Source: data processed by the authors

Figure 2. Evolution of the gross enrollment rate in vocational education

Another indicator used was the share of students in technological high school and high school vocational education as a percentage of all pupils enrolled in high school and vocational education, as shown in the table below.

Table 3. The share of students in technological high school and high school vocational education

2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016
59,17%	58,10%	56,53%	54,35%	51,06%	49,81%	47,91%

Source: INS Statistica educatiei

The number of students enrolled in high school and professional education was also an indicator considered useful by the authors to analyze the situation of vocational and training education (table 4)

Table 4. The number of students enrolled in high school and professional education

	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015
high school- tehnological level	448516	481009	497015	442397	383556	336653
professional education	115445	54538	12382	19734	26943	50788
high school- teoretical level	344945	339636	343000	339060	343609	340140
high school- vocational level	44267	45898	48753	49128	49451	50279

Source: INS Statistica educatiei

In absolute figures, the evolution of the number of students enrolled at the beginning of the school year in education lyceum and professionally shows a decrease of over 175.000 pupils in the period between the school years 2009-2010 and 2014-2015, from 953.173 students in the school year 2009-2010 to 777.860 pupils in the year school year 2014-2015.

In high school education, the technological level is witnessing a decrease of almost 112.000 students in the aforementioned assay interval,

meaning a decrease of 25%. The theoretical line shows a decrease of 4.800 pupils, meaning a decrease of 1,4%, and the vocational branch slightly increased, with 6.000 students, up 13.6%.(figure 3, figure 4)

Source: data processed by the authors

Figure 3. Evolution of the share of students in technological high school and high school vocational education of all pupils enrolled in high school and vocational education

Source: data processed by the authors

Figure 4. Evolution of the number of students enrolled in high school and professional education

Any strategy is sustainable if leaders always on the move propose and do new things, incite personal reflection and action, seek solutions to collaborators, and keep them connected continuously to school life and perspective it. In this situation we make the relationship between the positive experiences, the accumulations of the substance of the Romanian school management system and the contemporary tendencies, using and processing the data from National Institute of Statistics, regarding the number of graduates by level of education in high-school and professional level, as shown in table below.

Table 5. The number of graduates by level of education

	2010	2011	2012	2013	2014	2015	2016
HS	202160	187521	200004	172613	189855	152741	153590
PL	34733	4570	5643	11915	11605	10523	19423

Source: INS Tempo – Online – SCL 109D from 2010 to 2016

The evolution of the number of graduates by level of education shows a significant decrease between 2010 and 2016, both for high-school(HS) and professional level(PL). The highest decrease is registered for professional level in 2011-2012 when values reach thousands instead of hundreds. In 2016, the numbers reach higher values, especially for professional level, 194423 people as only 10523 people in 2015. There is a slight increase also for high-school level from 152741 people in 2015 to 153590 people in 2016.

Figure 5. Evolution of the number of graduates by level of education

Source: data processed by the authors

A successful management formula does not exist, but building managerial approach based on accumulated experience, avoiding past mistakes, and adapting sequences from established leadership models turns into a safe recipe to perform in management, in a society more dynamic and competitive

5. Arguments to argue the thesis

In an increasingly dynamic and complex society, there are a number of new challenges for educational management and fewer solutions are being offered. In this context, managerial innovation and creativity have the chance to solve background dilemmas or current problems faced by an education manager. Management specialists are of the opinion that under these conditions of a paradoxical world, which is amplified by economic

fluctuations, management excellence is the only way to solve many of the problems faced by organizations (Tudorică, 2007: 128-129). That is why institutional performance in the new knowledge-based society can be ensured through a new, innovative, accountability and efficiency management that is able to overcome the challenges of the new millennium, challenges that have generated different new processes:

- the continuous progress of knowledge, the mutual exchange of information and documentation
- the emergence of democratic mechanisms of school governance
- increasing the strategic competitiveness between the educational institutes, which negotiate the market segment according to the launched offer
- creating virtual learning space, using computers and virtual libraries, which in the future requires the need for virtual management.

These novelties define professional management used in performing organizations in developed countries. Regarding the managerial reform on the educational system in Romania, it tends towards a new school policy in which the educational management is used to ensure organizational development by promoting a strategy of assuming responsibility by:

- developing the personality of students who are able to make independent decisions in order to achieve their own professional and social path
- Increasing institutional and human resources performance

This evolution is beneficial and necessary for the Romanian school, which has focused in the past on the predominantly informative education model, currently focusing on competencies, respectively on the formative model. However, after 20 years of change, Romanian education is marked by the crisis in its fundamental hypotheses, namely process and content. The poor results obtained by the Romanian students in the international tests and the absence of the Romanian universities from the world top prove the failure to maintain a consistent path in reforming the Romanian educational system. The relevance of these results, however, should not be considered as an absolute dictum, as domestic education is said to be a territory of great contradictions - although there are poor results in various national evaluations for a large number of students, at international level there are remarkable performances, worthy of all admiration. Or this reveals that a school that produces constant performance through the elite of the olympians can not be a bad school, but a school in crisis, in a crisis of reform.

The crisis situation of Romanian education requires urgent reform

measures, in a new legislative and strategic framework. A new law on education is more than necessary nowadays when, at European and global level, the educational paradigm changes and when everything is under the sign of knowledge. This reformist approach, with new processes and procedures, new concepts and strategies must start from the management system. A participatory, creative management, applied on authentic principles, appropriate to democratic choices and environmental change. Under these new conditions, the school manager acquires new roles. He becomes a professional who, through his personal qualities and managerial skills and knowledge of general management, pedagogy, psychology, sociology, accounting, law, finance, etc., leads effectively, providing the school with the necessary stability and progress. In the past, the school manager was a good manager and executor: to make additional efforts to solve problems, to implement the goals already set at the local level, to fit in already consumed data, to avoid mistakes of any kind and to take responsibility for everything that's going on in the organization. The decisions taken by this manager were few in number, without risk and everything had to be done according to the rules set for all. In the present days and the decentralization of the system, the manager is the one who will analyze information from the internal and external environment, will follow the achievement of the proposed objectives, will establish strategies taking into account the established performance indicators. The school manager will make decisions according to the situation and by delegating tasks he can solve the problems on time, he will also always be looking for resources and their efficient use (Toca, 2007). Today's manager is free to take advantage of all the opportunities offered by the local community, and takes the risk or failure. A competent manager manages to stimulate cooperation and communication among team members, encouraging teamwork and responsible involvement in achieving the proposed goals. In principle, the school manager is the person who performs the duties, roles and skills within the basic unit of the education system. In his work, the manager carries out various roles: interpersonal roles; in this context, the manager is the liaison person, the central figure, the inspired and charismatic leader linking the subordinates, the superiors and those on the same hierarchical level. Information roles, which are reflected in the collection, organization and sharing of data, are equally important. But the manager's highest responsibility is exercised through decision-making roles, in this context, the manager has to identify problems, make choices, issue strategies, and implement them. Thus, the manager is an entrepreneur when designing and initiating changes in the organization, allocating resources and deciding who,

when and what resources he receives, is a negotiator when he takes part in the name of his organization in negotiations and ensures that his interests are the most well defended, not least, is the road opener when deciding on a new course of events. These roles do not belong exclusively to the school manager but should be exercised with the other members of the Board of Directors.

The performance of a manager is equal to the performance of the subordinate, so it is necessary to attract the majority of the subordinates to the definition and achievement of the objectives. In the managerial process, the director is in a double hypostasis: the leader as well as the component of the managerial team. Fulfilling these roles requires considerable efforts in the following directions:

- creating a culture of the quality of the educational act;
- engaging collaborators to achieve goals;
- accountability of all subordinate personnel;
- inoculation of team spirit;
- dexterating communication and networking capabilities;
- providing an atmosphere for stimulating creativity and working.

At present, the management of the educational units is provided by teachers with different specialties and fulfilling certain conditions and criteria imposed by the Ministry of Education and promoting the contest for the position of manager, also proving the theoretical knowledge of the testing committee. This knowledge relates to pedagogical, psychological, sociological, managerial and legislative knowledge. An effective educational leader knows the different aspects of the educational process for which he proposes ameliorative solutions, advises teachers, pupils and even parents, finds the methods and tools best suited to conflict mediation and the correct implementation of system-specific laws. Regarding the list of qualities of a manager, this is infinite, there is almost no positive characteristic that does not condition the success of the manager: energy, memory, intelligence, initiative, ability to communicate and communicate, observation, tact, risk taking, creativity, responsibility, emotional balance, sociability, humor, firmness, objectivity.

This portrait of the ideal manager is complemented by a set of skills and capabilities, proven competence skills through talent to manage conflicts, analyze and systematize information, team work, discipline, decision-making in any context, to solve the problems.

But are these qualities, skills and knowledge enough to ensure that the manager is successful in everything he does? Obviously yes, but there are few people who possess all these qualities.

That is why it is necessary for each leader to be permanently concerned with the application of managerial skills and the enrichment of knowledge in the practical activity, because most of the competency profile elements are educative but the degree of education is different. If the manager wants his organization to grow then he must be concerned about his own improvement and the improvement of his employees.

Also an important aspect is related to the recognition of their own errors and especially to their avoidance. A leader who is fond of co-workers and is convinced of subordinates, is the one who can argue their opinions, listen to the opinions of others, accept change, open dialogue and promote innovation for the benefit of the organization. The manager is appreciated as a picture of the school, and the school as his image. For this reason, the manager must be a person willing to invest effort and sentiment, a man full of ideas and dynamics, a leader and at the same time a liaison person in the team to which he belongs.

School management status implies a set of responsibilities and responsibilities. Fulfilling them effectively depends on appropriate training in the field, appropriate legislation, team and community support, and appropriate funding. At present, all these conditions are not fulfilled for the achievement of an efficient management, most of the parameters being insufficiently sustained, especially the managerial training.

Starting from these realities, reforming the management of Romanian education should create favorable conditions for its alignment with the European standards (Cummings, 2007). The current state of Romanian education is one of searching, progressing from imbalance to normality and stability. In order to get out of this crisis it is necessary to reform the management at the system and process level, by observing the traditions of the Romanian school, preserving the valuable elements from the European models, adapting to the Romanian national specificity.

The evaluation of the graduates' insertion into the labor market is the only way to objectively evaluate the realism of the school numbers and the quality of the educational process. These assessments are made on the basis of questionnaires applied at pilot level, generating additional costs for authorities as well as a high level of subjectivity. The General Ledger and Employees Registry (REVISAL) is the only objective tool that allows for an updated labor market analysis. The Non-Governmental and Apolitical Organization, the Autonomous Investors' Ownership, in a public statement, urged the authorities to quickly adopt concrete stimulus measures for the involvement of private capital in technical and vocational education in

Romania, both in the educational process and in the revision of the professional qualifications nomenclature, setting realistic schooling figures and adapting school curricula to the realities of the labor market (Stegăroiu & Niculescu, 2000). If the REVISAL application is supplemented with the information on the professional qualification level of the employee, respectively the diploma / certification under which he / she carries out his activity (graduate institution, year of graduation and professional qualification) would be much easier to identify and in a timely correlation with the real level of qualification of the employees and with the graduated education units and according to the requirements of the labor market, the establishment of realistic schooling figures and the adaptation of the school programs to its realities.

6. Conclusions

The main conclusion is that each organization that wants performance in education needs to develop an evolutionary strategic management system. This in fact means that managers should respond to an evolutionary strategy rather than focus on a stability policy. In this respect, the organization needs to develop its ability to adapt to the external environment through the implementation of flexible strategic processes. To reinforce such a vision, there are the following arguments:

- physical and moral wear and tear of the infrastructure
- challenges of the external environment
- the routine of practicing the same management every day
- the dynamics of central education policies

The challenges of the environment in the national and international context of integration into the European Union, the Bologna process and the Lisbon Strategy or the creation of the European Education Area constitute the opportunity for the educational manager to develop special strategies for adapting educational processes to the requirements of the labor market, to develop relationships in the system and apply know-how in the field of management.

The trend towards globalization leads organizations providing training services to adapt to international developments, the dynamics of knowledge processes and the phenomena of multiculturalism and multilingualism. Educational strategies should be designed to take into account the emergence of new actors, new concentrations of scientific, educational, economic forces on the international scene. These strategies must be able to capture the change. Adapting education to the requirements

of democratic society requires a new conception of man and, of course, educational management that must be centered on man and his fulfillment. The perspective of the dynamic balance between the school and the external environment should be the main concern for the relational framework of the reform of the managerial model of the education system. The high degree of interactivity between the environment and educational institutions is a determining factor in the process of rethinking management. As well as in business, institutions offering educational services relate to a permanent competition. This competition strongly influences management and organizational behavior.

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