

MAN RESPONSIBLE

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Abstract. *The paper examines ways that are obtained, in higher education, professional competences as they are set in the European Qualification Framework and described through "Dublin descriptors", which examines creating and introducing ways in Romania of a national qualifications framework of Higher Education of the National Qualifications Register for Higher Education. The paper can serve for elaboration of normative acts necessary to implement the National Qualifications Framework in Higher Education (CNCIS) and the National Qualifications Register for Higher Education (RNCIS).*

Rezumat. *Lucrarea analizează căile prin care se obțin, în învățământul superior, competențele profesionale așa cum sunt ele enunțate în Cadrul European al Calificărilor și descrise prin „descriptorii Dublin”, se analizează modalitățile de creare și introducere în România a unui cadru național al calificărilor din învățământului superior și a Registrului Național al Calificărilor din Învățământul Superior. Lucrarea poate servi pentru elaborarea actelor normative necesare implementării Cadrului Național al Calificărilor din Învățământul Superior (CNCIS) și Registrului Național al Calificărilor din Învățământul Superior (RNCIS).*

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1. Introduction

We remember, of course, the concept of "new man", which was operated during the communist regime. The concept was not a creation of that system, being much older. For example, Pythagoras wanted to create, in his era a "new man type". Later, during the crusades period, concepts like "new priest type", "new believer type" and others were used on a large scale. In the post-December period of Romania, the concept of "new man" is revalued. We can note, however, slightly ironically, that this revaluation maintains a Marxist thesis named "man - the most precious capital". Once again, Europe becomes clearly realize that the investment in human capital is the most opportune. What type of the "new man" is necessary in the knowledge of the society? We dare to give an answer: the new man is "responsible person".

2. Competence vs. Crisis

We cross, nearly two years, a new and profound financial and economic crisis. The world states, especially those held in "G-20" search intensively solutions for going out of crisis. European Commission, joined to this effort, accentuated that "to put

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Europe on the restoration is absolutely necessary to strengthen its human capital and capacity from the integration of its business by improving its competences" (Commission Communication COM (2008) 800).

The amelioration of competences has a capital importance for economic recovery, for increased productivity and the capacity of adaptation to jobs modification, for equity, for gender equality and social cohesion.

In terms of equity, the increase of competence is essential because low qualified workers are more vulnerable on the labor market changes and can be particularly affected by crisis. The amelioration of competences is not a luxury reserved for highly qualified workers in high technology sector: it is a necessity for all. Low qualified adults are seven times less susceptible to take part in a learning program during of life than those with a high educational level.

Till now, too few measures were taken to improve and adapt the competences of aged workforce. The education, training and employment policies should focus on enhancing and improving the competences and on the amelioration of training opportunities to all levels for promote a highly qualified and receptive workforce in agreement with the economy needs [2].

Similarly, companies show a special interest for investment in human capital and for ameliorating their own human resource management. Moreover, the equality between genders is a crucial factor in approach of new need for competences.

Education and training systems must generate competences compatible with the characteristics created by the new jobs, as well as to improve the adaptation capacity for professional integration of peoples already active. It is also essential to provide a precocious and basic education to all children, to ameliorate the instruction level and to prevent the of studies abandon, to equip people with essential competences, inclusively the skills and basic education needed for the continuous amelioration of these competences [1].

3. The competences and manpower market

In European Economic Recovery Plan, the Commission launched an extensive initiative in the area of employment workforce. The initiative targets to promote the employment of workforce and fired peoples reintegration through activating, recycling and improving measures of their competences.

The frequent incompatibility situation of competences with workforce market is a growing concern. Workers and companies don't have the appropriate level of competences in required area, because of lack of information and structural rigidities, which damage especially the competitiveness of smaller companies.

The competences acquired in universities and other community training systems do not contribute fully to the development of the real economy, based on innovation.

Education and career options of young men and women continue to be influenced by traditional concepts of careers. Reducing the imbalance between men and women in different sectors and professions could solve partially some future problems of skills shortages, for example in technical or management functions [3].

The remove of barriers, including the administrative nature, from the free movement of workers and improving the transparency of information on manpower market trends and competences required, would contribute to promoting of the professional, sectorial and geographical mobility, and it will allow a greater compatibility between workers competences and vacant jobs. The mobility periods during the studies and training (by example, through Erasmus and Leonardo programs) accustomed people with mobility during their further professional lives. The search of more efficient and effective job requires an increasing coordination between different policy areas and manpower market institutions, particularly the public services for employment and social security systems.

The European Pact on immigration and asylum show that the employment of manpower from the third country and their geographical mobility can help to reduce the incompatibility of competences and can ensure the optimal competences valuation of these workers [4]. Successful integration of migrants and their descendants is essential for the EU economies and societies.

The European Council noted in March 2008, that investment in people and modernizing the manpower markets is one of the four priority areas of the Lisbon strategy and he invited the Commission "to present a comprehensive evaluation of future competences needs in Europe until 2020, taking into account by the impact of technological changes and an aging population and to propose the steps to anticipate future needs".

4. New competences for new jobs

Several interrelated factors will stimulate the demand for better and more appropriate competences: globalization and increasing of international trade, the transition to an economy with low emissions of carbon dioxide, application of technologies, especially TICs, changes in work organization, resulting in technological change and the competences upgrading [5]. In next decade it will see an increasing for highly manpower demand qualified and equipped with capacity to adapt and jobs dependent on competence.

In the EU25, between 2006 and 2020, the proportion of jobs requiring a high level of education should increase from 25.1% to 31.3% of the total; jobs requiring the intermediate competences are also known a slight increase from 48.3% to 50.1%. This would correspond to 38.8, respectively 52.4 million of highly and medium level vacant jobs. In while, the proportion of jobs requiring low level of education

would be reduced from 26.2% to 18.5%, despite to 10 million vacant jobs of this type (Figure 1).

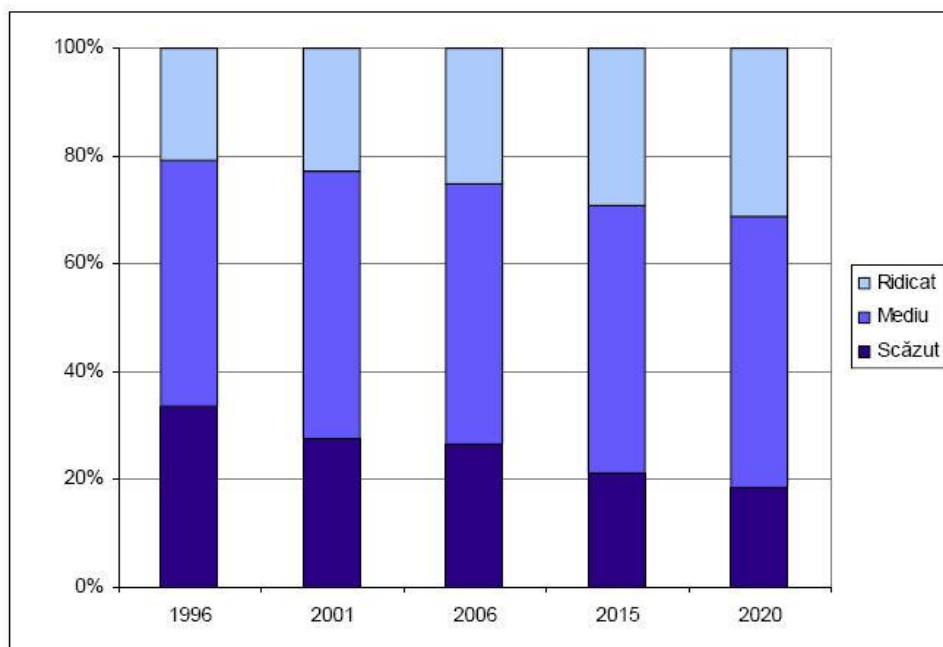


Fig. 1. Previous and future structure of jobs depending of the education level in the EU25.

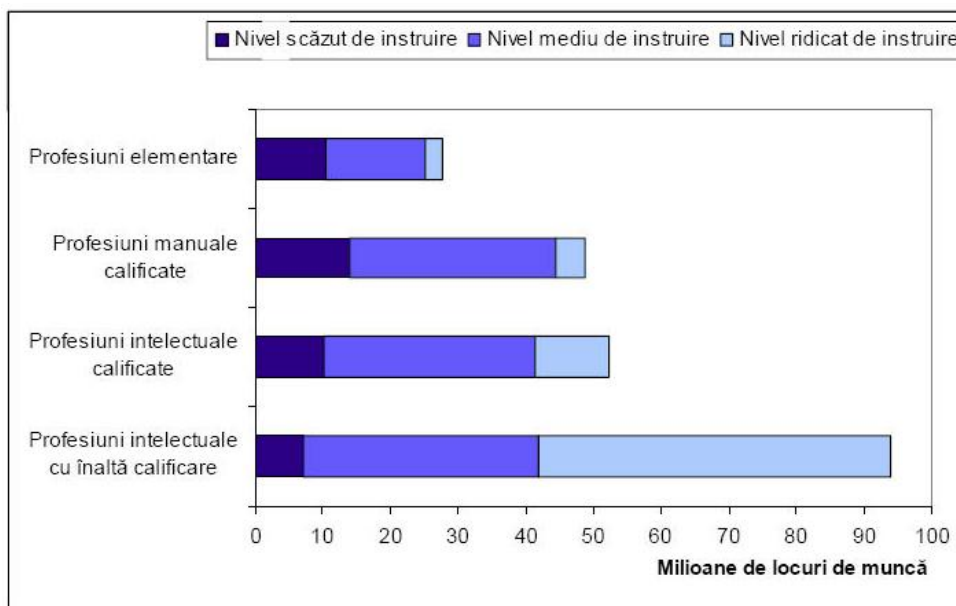


Fig. 2. Projection of jobs levels in 2020 according to major professional categories and educational level in the EU25.

Most nonmanually jobs will require highly qualified workers; workers with an average educational level will occupy more and more qualified jobs. Since the general training rates increase at a higher speed than the changes in manpower market, only half of low-qualified jobs will be occupy by workers with low education level (Figure 2).

In services sector, there is a clear trend to extend the range of competences required to all professional levels, because of "unusual" tasks. For example, TIC professionals need to acquire competences in marketing or in management; the personnel from services domain must acquire competences in customer orientation and computer competences. In many sectors with high knowledge intensity, both managerial competences and scientifically knowledge demand are required. In social and educational domain it is required additional improvement of competences to enhance quality of service.

This reflects the growing of demand from cross key competencies employers, such as the solving problem and analytical skills, the ability to self-management and communication, language competences and, more generally, "unusual skills".

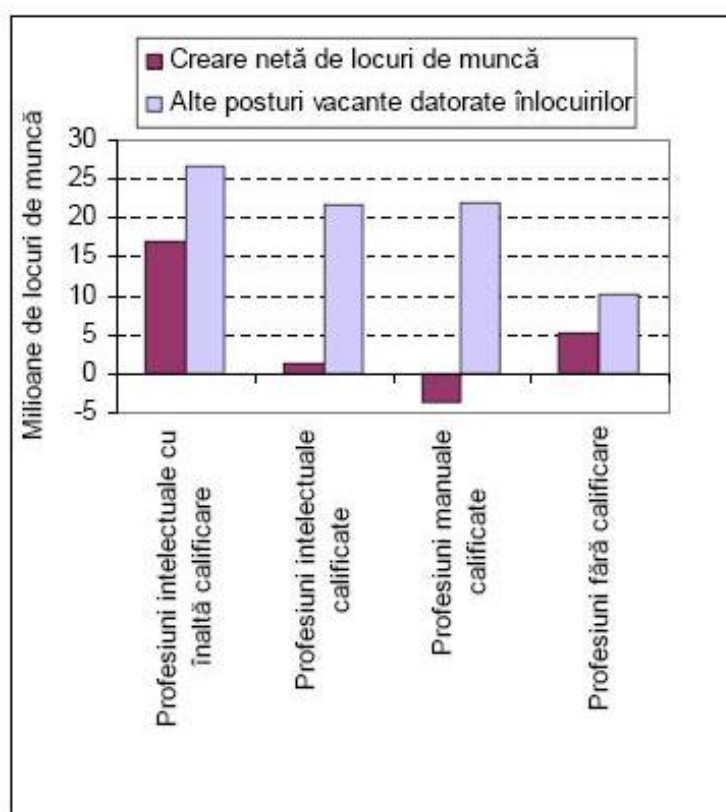


Fig. 3. Vacancies jobs between 2006 and 2020 according to major professional categories in EU 25

Projections for creation of net job show a polarization of jobs in the professions area, with a significant imbalance in favor of highly qualified jobs. By 2020, in EU25 could be created 17.7 million additional jobs in highly qualified intellectual professions such as leadership functions in the administrative area, in marketing, in logistics and sales, in systems administrators, and teaching professions technicians. Meanwhile, the forecast points underlines lower or even negative perspective of creating jobs for some qualified professions, but also a significant engendering net jobs less qualified (5 million), especially in services sector - for example, security agents, domestic support, cashiers or cleaning staff (Figure 3).

These changes in manpower market demands are already causing concerns about remunerated differences between jobs. The evolution of income from employment in the EU since 1980 has been favorable, clearly, to highly qualified workers and unfavorable to less qualified workers, while remunerated levels of workers with low or medium skilled workers have shown a convergence tendency [5].

Jobs with "low qualified" from services sector include more unusual and exigency tasks; however, new competencies and skills required for these jobs have gained only the financial recognition in wage structure. Also, it has an impact on inequality between men and women, because women, especially immigrant women, occupy mainly the jobs in the service sector [5].

5. Training of "competent man" in Romania

5.1. Demographical evolution

With a population of 21.5 million inhabitants, Romania is confronting about 2 decades with population decline, natural growth being negative (in 2008 there was a birth rate by 10.3 live births per thousand inhabitants, compared with a mortality rate by 11.8 deaths per thousand inhabitants).

During post-revolution period the Romanian's population decreased with about 1.7 million inhabitants, which is representing a loss of human capital by over 7%, to which it adds the temporary migration for employment (estimated by some expert of about 2 million people).

Currently the proportion of young people until 15 years is 27% at globally level and only 15% in Romania.

If the population of global level will increase until 2050 with 1.2 billion people (17.4% compared with the current level of 6.8 billion) in Romania will decrease by approx. 25%. With a fertility rate by 1.3 per thousand (lower replacement rate of 2.1 per thousand) and a significant labor migration as number, Romania will confront with a significant reduction of population (Fig. 4).

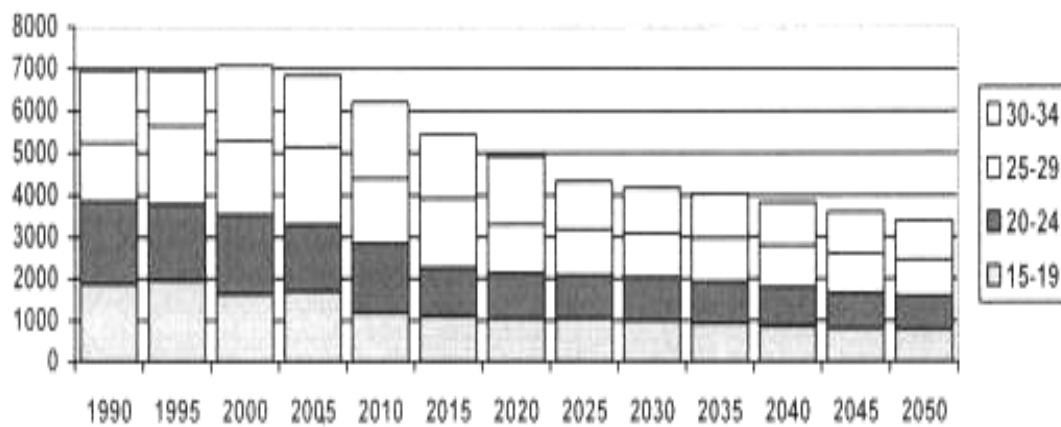


Fig.4. Romanian population for 15-34 years during 1990-2025.

Even if, through appropriate incentives in the future it will be a recovery of fertility, the demographic evolution in the last two decades of transition will be influence demographical aging and decreased of work potential until 2025.

5.2. The permanent education

The permanent education focuses on formation and development of key competence and of competences specifically to activity domain or qualifications.

The permanent education represents totality of learning activities realized by each person throughout life in formal, non-formal and informal training, for forming and development competence for a multiple perspective: personal, civic, social or occupational [6], [7].

The state exercises its powers in area of permanent education through Parliament, Government, Ministry of Education, Research, Youth and Sports, Ministry of Labor, Family and Social Protection, Ministry of Culture and National Heritage.

The National Council for Adult Vocational Training (CNFPA - Consiliul Național de Formare Profesională a Adulților) is an autonomous administrative authority with legal personality established in tripartite system (government, employers, unions), with advisory role in formulating of policy on adult professional training.

NATB, in collaboration with National Agency for Qualifications in Higher Education and Partnership with Economic and Social Committee (ACPART - Agenția Națională pentru Calificările din Învățământul Superior și Parteneriat cu Mediul Economic și Social) exercises the national authority role of qualifications, coordinates the authorization of continuing professional education providers at national level, coordinates the assurance system of quality in continuing professional forming and sector committees activity, manages the National Qualifications Register and National Register of Adult Training Professional Providers.

National Qualifications Framework is a tool for qualifications classification according to criteria set which correspond to specified levels of learning achieved, whose purpose is the integration and coordination of national qualifications subsystem and improvement of transparency, access, progress and quality of qualifications in relation to manpower market and civil society.

The implementation of the National Qualifications Framework aims the national qualification system obtained in technical, professional education and general secondary education, through continuous professional training, apprentice and higher education, in formal, informal and nonformal context from country perspective during all lifetime.

National Qualifications Framework allows the recognition, measurement and linking all learning results achieved in formal, non-formal and informal learning contexts and ensures the coherence of qualifications and certificates titles. Existence of qualifications national framework helps to duplication avoiding and qualifications overlapping, it helps learners to take decisions on causal acquaintance on career planning and facilitate the professional evolution in learning perspective during all lifetime.

5.3. National Qualifications Framework in Higher Education (CNCIS) and the National Qualifications Register for Higher Education (RNCIS)

The objectives set by the European Union through Lisbon Strategy and Bologna Process aimed at reforming of higher education systems in order to transform them into more flexible systems, more coherent and open to the needs of society, able to meet the challenges of globalization and the need for training and reform of European manpower.

A trial of this complexity requires the creation of a qualifications European meta-framework, instrument being able to facilitate and promote transparency, transfer and recognition of qualifications and competences at European level.

In this context, Romania is established National Qualifications Framework in Higher Education (CNCIS) as a single instrument that establishes the structure of qualifications and provides national recognition and international compatibility and comparability of qualifications acquired in the higher education system. Through this all results achieved in higher education system (cycles studies master's and PhD) can be recognized, measured and related and the coherence of qualifications and certificates titles is ensured.

CNCIS respects the traditions and experience of Romanian higher education and it is compatible with General Framework of European Higher Education Area. Recognized qualifications are included in the National Register of higher education qualifications (RNCIS).

According H.G. no. 1357/2005, National Agency for Qualifications in education National Agency for Qualifications in Higher Education and Partnership with Economic and Social Committee (ACPART) is the national authority for establishing the National Qualifications Framework in Higher Education and for its regular updating. ACPART develop, maintain and periodically update CNCIS in partnership with higher education institutions and economic and social partners by:

- Develop, implement, and update CNCIS, on development, recognition and certification of qualifications based on knowledge, skills and competences acquired by the beneficiaries of the higher education system;
- Analysis of curricula specializations compatibility in the fundamental areas of higher education with CNCIS standards;
- Involvement of Romanian higher education institutions in developing of European society based on knowledge and productivity, with a competitive and dynamic economy;
- Promote the opening of higher education institution to economic and social environment through collaborative action between higher education institutions, economical operators, manpower market research and entrepreneurial dimension of Romanian universities and for knowledge transfer.

Qualifications obtained through university graduation are structured as follows:

- licenses university studies correspond to 6 degree qualification level from the European Qualifications Framework (CEC);
- masters university studies correspond to 7 degree qualification level from CEC;
- doctoral university studies correspond to 8 degree qualification level from CEC.

ACPART has developed for CNCIS a matrix which is shown in Fig. 5.

Structurally, the CNCIS matrix integrates professional and transverse competences, each of the two categories of competences having the legitimacy and importance in the professional performance [8]. They form a jointly couple, which they express the effectiveness and professional efficiency of education program graduate.

The professional competences are expressed through knowledge and skills covering the comprehensive professional dimension to any qualification.

In matrix, the transversal competences are structured in: role competences and personal and professional development competences. These consider the social and group context of professions exercising and necessity consciously awareness of continuous professional training.

Level descriptors introduced into the matrix, indicates activities, results and performance expected for every qualification level. They allow description of qualifications and also formulate marks needed to evaluation of touching level or obtaining the results of learning.

		DOCTORAT		
		MASTERAT		
		LICENȚĂ		
Competențe transversale	Competențe de dezvoltare personală și profesională	Conștientizarea nevoilor de formare continuă; utilizarea eficientă a resurselor și tehnicilor de învățare pentru dezvoltarea personală și profesională		
	8. Dezvoltare personală și profesională	Autocontrolul procesului de învățare, diagnoza nevoilor de formare, analiza reflexivă a propriei activități profesionale		
Competențe profesionale	Competențe de rol	7. Interacțiune socială	Familiarizarea cu rolurile și activitățile specifice muncii în activității grupurilor profesionale sau a unor instituții	Dezvoltarea unor proiecte centrate pe creativitate, ca temei al autorizării
	6. Autonomie și responsabilitate	6. Autonomie și responsabilitate	Executarea unor sarcini profesionale complexe, în condiții de autonomie și de independență profesională	Asumarea responsabilității și capacitățile de organizare și conducere a activității grupurilor profesionale, de cercetare științifică sau a unor instituții
Competențe profesionale	Abilități (dimensiunea funcțională – acțiunilor)	5. Creativitate și inovare	Elaborarea de proiecte profesionale cu utilizarea unor principii și metode consacrate în domeniu	Conceperea și realizarea de cercetări originale, fundamentate pe metode avansate care conduc la dezvoltarea cunoașterii științifice, tehnologice și sau a metodologiilor de cercetare
	4. Reflecție critică și construcția	4. Reflecție critică și construcția	Utilizarea adecvată de criterii și metode standard de evaluare, pentru a aprecia calitatea, meritele și limitele unor procese, programe, proiecte, concepte, metode și teorii	Evaluarea critică-construcția a proiectelor și a rezultatelor cercetării științifice, aprecierea stadiului cunoașterii teoretice și metodologice; identificarea priorităților de cunoaștere și aplicative ale domeniului
Competențe profesionale	Cunoștințe (dimensiunea funcțională – acțiunilor)	3. Aplicare, transfer și rezolvare de probleme	Aplicarea unor principii și metode de bază pentru rezolvarea de probleme/situații bine delimitate, tipice domeniului în condiții de asistență calificată	Selecția și aplicarea de principii, teorii și metode avansate de cunoaștere, transfer de metode dintr-un domeniu într-altul, abordări interdisciplinare pentru a rezolva probleme teoretice și practice, noi și complexe
	2. Explicare și interpretare	2. Explicare și interpretare	Utilizarea cunoștințelor de bază pentru explicarea și interpretarea unor variate tipuri de concepte, situații, procese, proiecte etc. asociate domeniului	Utilizarea de principii și metode avansate pentru explicarea și interpretarea, din perspective multiple, a unor situații problematice teoretice și practice noi și complexe, specifice domeniului
Rezultate învățării	Cunoștințe (dimensiunea cognitivă)	1. Cunoaștere, înțelegere și utilizare a limbajului specific	Cunoașterea, înțelegerea conceptelor, teoriilor și metodelor de bază ale domeniului și ale arii de specializare; utilizarea lor adecvată în comunicarea profesională	Cunoașterea sistematică, avansată a conceptelor, a metodelor de cercetare, a controverselor și a noulor ipoteze specifice domeniului; comunicarea cu specialiști din domeniul conexe
	Descriptori generali	Descriptori generali	Descriptori de nivel	

Fig.5. Matrix of National Qualifications Framework in Higher Education (types of results, qualification levels, descriptors). [8]

RNCIS is being implemented closely with CNCIS, which represents the identification, registration, permanent consultation and actualization tool regarding the qualifications, diplomas and certificates issued by the higher education institutions. RNCIS is a common design, involving ACPART, higher education institutions, employers, professional associations etc. and is related to Qualification National Register (RNC).

The implementation of RNCIS help to ensure the transparency and readability of higher education in relation to the manpower market, in terms of learning results knowledge and comparing different qualifications after graduating different studies programs provided by higher education institutions.

Conclusions

Rapid integration of graduates in manpower market and learning all during lifetime represents the key elements for performance occupation in new jobs, for developing the segment of manpower market specifically to knowledge economy, to support the development of more cleaner and more competitive economy in inclusive society.

Increasing mobility and adaptability of younger based on knowledge and actual and permanent competences updating reduce losses of human capital through long term unemployment and/or occupation in jobs which doesn't correspond to professional profile acquired through education.

Education becomes obvious needed for a productive life, contributing to economic and social progress of the country and individuals.

The market defines the needed for training and the education quality is certifying through use/ valorization of knowledge, skills and competencies.

New key competences are needed for a new digital world, not only to acquire professional and technical skills, but also a deeper understanding of the opportunities, challenges and even attitudes towards ethical issues generated from new technologies.

National frameworks of qualifications meet both requirements for access and advancement in academic careers and opening university training system to economic and social environment in the match between demand and supply of education and training.

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