

**ASPECTS OF EDUCATION IN THE EUROPEAN UNION IN THE ERA OF GLOBALIZATION****PETRICĂ SORIN ANGHELUȚĂ***PH.D., NATIONAL QUALIFICATIONS AUTHORITY*e-mail: [sorin.angheluta@gmail.com](mailto:sorin.angheluta@gmail.com)**CARMEN GEORGIANA BADEA***PH.D. STUDENT, THE BUCHAREST UNIVERSITY OF ECONOMIC STUDIES*e-mail: [badeageo@yahoo.com](mailto:badeageo@yahoo.com)**Abstract**

*Sustainable development can be achieved by increasing the role played by education. At the same time, sustainable development contributes to improving the quality of life. The article presents an analysis of adult involvement in the learning process both in Romania and in the member countries of the European Union. At the same time, due to the importance of pupils' participation in the education and training process, the article analyzes the dynamics of pupils participating in the education system. Globalization has produced changes in the labor market. Both economic growth and economic development can be achieved by investing in human resources. In view of the rapid technological developments in the globalization era, the article analyzes from a regional point of view the dynamics of labor resources.*

**Keywords:** *Globalization, education, sustainable development***Clasificare JEL:** *I25***1. Introduction**

Globalization has been a factor that has allowed the gap between poorer countries and more developed countries to recover, and has become a stability factor. At the same time, globalization can be defined as a process of increasing the external influence factors both on economic and ecological processes, as well as on social and educational processes (Temirbekov and Yesnazarova, 2013).

Globally, over a long period of time, globalization was characterized by capital flows and commodity trade. Over the past one hundred years, thanks to new technologies, the focus is increasingly on knowledge.

Globalization is considered to be a process of creating a unique economic, political and cultural space on Earth. Due to globalization, knowledge becomes the most important development resource (Petrovski and others, 2011).

Today, democracies are confronted with identifying moral and political responses to educational programs of cultural minorities and immigrants.

The perspective of lifelong learning, training and education implies, in addition to formal education, the inclusion of both non-formal and informal learning environments. In the current global context, a crucial challenge is the promotion of attractive and sustainable lifelong learning opportunities that will increase the degree of inclusion (Aleandri and Refrigeri, 2013).

At the same time, population growth in urban areas through rural-urban migration has implications for the planning of education in rural areas (UNESCO, 2016).

**2. Education and labor resources**

The interconnection offered by the phenomenon of globalization allows the development of new opportunities. Under these circumstances, exchanges of ideas and international scientific cooperation have led to the stimulation of innovation and creativity.

However, the benefits of globalization have an uneven distribution of the population and the regions in which it lives. Both the changes imposed by globalization and international competition have been differently addressed. Globalization and technological evolution have led to an increase in the need for highly qualified people. At the same time, demand for jobs characterized by low skill levels has fallen. A consequence of this phenomenon was the need to acquire new skills.

Education has a decisive role in the economic process. Human capital influences the innovation capacity of a national, regional or local community. This is a factor driving growth both in industrialized countries and in developing countries. A crucial dimension of globalization is given by economic integration based on innovation and technological specialization. Production systems can be improved by investing in research and development. At the same time, the efficiency of investment in education contributes to meeting labor market training needs (Castagna and others, 2010).

Thus, an important indicator is the participation rate in education and training. For the member countries of the European Union, taking into account the values registered in 2017, Table no. 1 presents the comparative situation of this indicator for the year 2008, respectively 2017, the age group 25-64 years (percent), for the highest 10 values.

Table no. 1. Participation rate in education and training, from 25 to 64 years, 2008-2017 (percentage)

Countries	2008	2017
Sweden	22,5	30,0
Denmark	30,0	27,3
Finland	23,1	27,2
Netherlands	17,4	18,8
France	6,0	18,6
Luxembourg	8,7	16,8
Estonia	9,7	16,3
Austria	13,3	15,5
United Kingdom	20,5	14,3
Slovenia	14,3	11,6

(Source: Authors based on data published on the website of the Eurostat, 2018)

The data presented in the table shows that in Sweden, in 2017, there is the highest value for participation in the education and training process. Romania ranks last among the 28 member countries, with 1.1% in 2017, compared with 1.8% in 2008.

Table no. 2. Participation rate in education and training, from 55 to 64 years, 2008-2017 (percentage)

Countries	2008	2017
Sweden	14,7	21,5
Denmark	22,7	19,4
Finland	13,3	17,2
France	2,4	13,4
Netherlands	8,7	11,8
United Kingdom	13,8	9,7
Estonia	4,2	8,9
Austria	5,7	8,0
Luxembourg	2,7	6,7
Slovenia	5,4	5,4
Italy	2,2	5,0

(Source: Authors based on data published on the website of the Eurostat, 2018)

Evolution of the same indicator can also be observed for the age group 55-64 years (percent) in Table no. 2. It is noticed that even for the 55-64 age group, Sweden has the highest percentage of participation in the education and training process. In Romania, for this age group, the participation percentage is 0.3%.

At European Union level, there are differences between the statistical data of the regions. Table no. 3 presents the NUTS 2 regions with the highest percentage of participation in the education and training process for the age group 25-64, corresponding to 2016.

Table no. 3. Participation rate in education and training for NUTS 2 regions, from 25 to 64 years (percentage)

NUTS 2 regions	Country	2016
Stockholm	Sweden	31,3
Hovedstaden	Denmark	31,0
Östra Sverige	Sweden	31,0
Östra Mellansverige	Sweden	30,6
Helsinki-Uusimaa	Finland	30,2
Västsverige	Sweden	30,1
Sydsverige	Sweden	30,0
Södra Sverige	Sweden	29,5
Midtjylland	Denmark	27,7
Åland	Finland	27,6
Övre Norrland	Sweden	27,2
Småland med öarna	Sweden	27,0

(Source: Authors based on data published on the website of the Eurostat, 2018)

It is noted that the first places are regions from Sweden, Denmark and Finland.

The following table shows countries with the highest values of the indicator for pupils and students in all levels of education (ISCED 0-6) - as a percentage of total population at national level (percentage).

Table no. 4. Pupils and students in all levels of education (ISCED 0-6) (% of total population at national level)

Countries	2006	2012
Denmark	25,7	26,9
Belgium	26,8	26,5
Sweden	26,8	26,2
Ireland	24,6	25,9
Finland	26,4	25,8
Netherlands	22,5	25,2
Lithuania	25,6	23,4
France	23,6	22,9
United Kingdom	22,7	22,7
Poland	24,9	22,2

(Source: Authors based on data published on the website of the Eurostat, 2018)

Compared to 2006, the most significant increases in 2012 are recorded in Netherlands (+ 2.7%), Ireland (+ 1.3%), Denmark, Spain and Portugal (+ 1.2%). At the same time, significant decreases were observed for Poland (-2.7%), Estonia (-2.6%), Slovakia (-2.5%). In Romania, as compared to 2006, in 2012, pupils and students in all levels of education (ISCED 0-6), as% of total population at regional level, decreased by 2 percent.

In terms of NUTS 2 regions, the regions with the highest values are shown in the table below.

Table no. 5. Pupils and students in all levels of education (ISCED 0-6) in NUTS 2 regions (% of total population at regional level)

NUTS 2 regions	Countries	2012
Région de Bruxelles-Capitale	Belgium	35,4
Guyane (NUTS 2010)	France	33,1
Réunion (NUTS 2010)	France	29,4
Bratislavský kraj	Slovakia	29,0
Praha	Czech Republic	28,9
Midtjylland	Denmark	28,6
Ciudad Autónoma de Melilla (ES)	Spain	28,4
Départements d'outre-mer (NUTS 2010)	France	28,2
Prov. Oost-Vlaanderen	Belgium	27,6
Prov. Brabant Wallon	Belgium	27,5
Ciudad Autónoma de Ceuta (ES)	Spain	27,5

(Source: Authors based on data published on the website of the Eurostat, 2018)

In 2012, the highest values for pupils and students in all levels of education (ISCED 0-6) - as a percentage of total population at regional level - were recorded in the Région de Bruxelles-Capitale (Belgium).

Also, according to data published by EUROSTAT, in 2006, the highest increases were registered in Flevoland (Netherlands) (+6.1%), Drenthe (Netherlands) (+5.3%), La Rioja (+4.6%), Cataluña (Spain) (+3.2%). At the same time, the most significant decreases were recorded in Lubuskie (Poland) and Bucharest - Ilfov (Romania) (-4.2%).

Another indicator that can determine the forecasts for labor force training, but also its future structure, is pupils in the primary and lower secondary education (ISCED 1-2) – as % of total population at regional level.

Table no. 6. Pupils and students in all levels of education (ISCED 1-2) (% of total population at national level)

Countries	2008	2009	2010	2011	2012
Ireland	15,0	15,2	15,4	15,3	15,5
Denmark	12,0	11,9	11,8	12,9	12,8
Netherlands	12,5	12,4	12,4	12,3	12,4
France	11,5	11,5	11,5	11,4	11,4
United Kingdom	11,3	11,2	11,3	11,2	11,1
Portugal	12,2	12,1	11,8	11,4	11,0
Sweden	11,6	11,3	11,1	10,9	11,0
Lithuania	12,2	11,6	10,9	11,2	10,9
Luxembourg	11,4	11,2	11,2	11,0	10,8
Spain	10,4	10,4	10,5	10,6	10,7

(Source: Authors based on data published on the website of the Eurostat, 2018)

For 2012, the highest values are registered in Ireland, Denmark and the Netherlands.

The data presented in the Table no. 7, for NUTS 2 regions, show high weights for regions in France (Guyane; Réunion; Départements d'outre-mer; Guadeloupe), but also from Ireland (Border,

Midland and Western; Southern and Eastern) and Spain (Ciudad Autónoma de Melilla, Ciudad Autónoma de Ceuta).

Table no. 7. Pupils and students in all levels of education (ISCED 1-2) in NUTS 2 regions (% of total population at regional level)

NUTS 2 regions	Countries	2012
Guyane	France	20,3
Réunion	France	16,5
Border, Midland and Western	Ireland	16,2
Départements d'outre-mer	France	15,9
Ciudad Autónoma de Melilla	Spain	15,5
Southern and Eastern	Ireland	15,2
Ciudad Autónoma de Ceuta	Spain	15,0
Guadeloupe	France	14,9
Flevoland	Netherlands	14,8

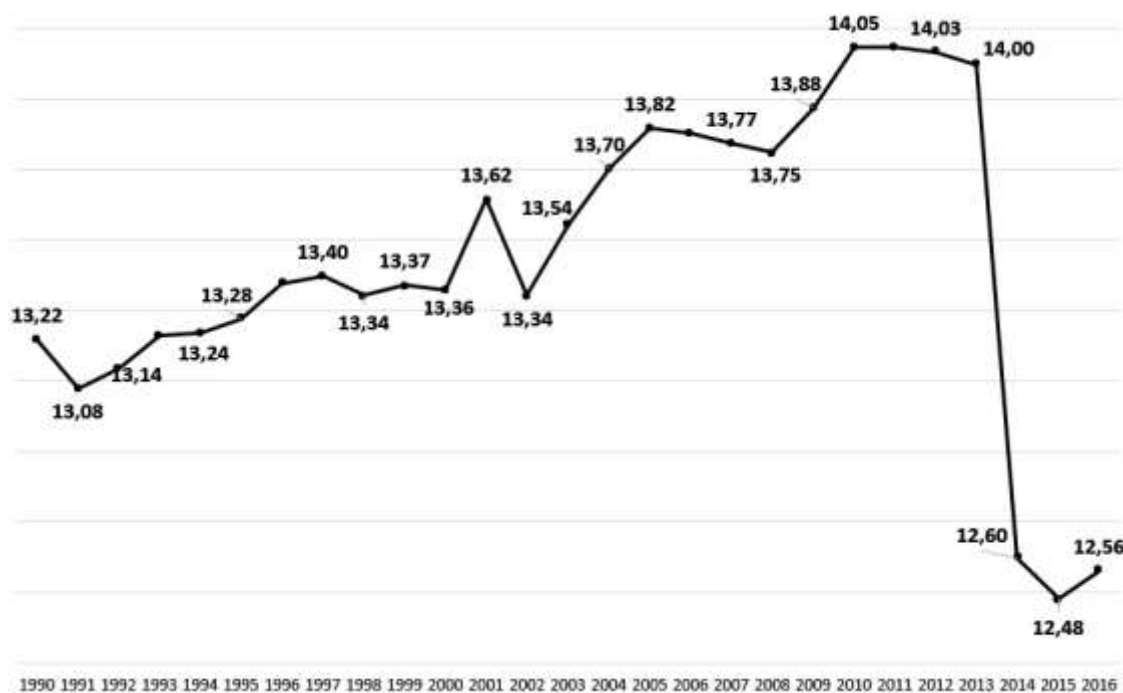
(Source: Authors based on data published on the website of the Eurostat, 2018)

The labor market is constantly evolving. Thus, in order to make it easier for more people to access the labor market, it is necessary to apply more and more flexible working paths.

Globalization challenges can be more easily overcome by implementing measures to address the lack of qualified staff and investment needs at regional and local level.

It is necessary to develop the link between school, enterprises and investors. International competition and the evolution of new technologies produce changes at regional and local level. There is a high vulnerability in southern Europe or in Central and Eastern Europe.

An indicator of labor market dynamics are labor resources. From this point of view, for Romania, figure no. 1 shows the evolution of this indicator for the period 1990-2016 (million people).



(Source: Authors based on data published on the website of the NIS, 2018)

Fig. no. 1. Dynamics of labor resources, 1990-2016 (million people)

It is noticed that the values had a relatively upward trend for the period 1990-2013. For 2013, there is a decrease in the value of labor resources. The period 2013-2016 is characterized by relatively constant values.

Depending on the development regions, the share of the distribution of labor resources is presented in the following table.

Table no. 8. The share of the distribution of labor resources according to the development regions

<b>Regions</b>	<b>1990</b>	<b>2006</b>	<b>2016</b>
Northwest	12,84	12,54	13,21
Center	12,47	11,90	11,86
North East	15,50	16,96	16,00
South East	13,13	13,47	12,31
South-Muntenia	14,98	14,93	15,00
Bucuresti - Ilfov	10,76	10,88	12,30
Sud-West Oltenia	10,67	10,25	9,95
West	9,66	9,07	9,37

(Source: Authors based on data published on the website of the NIS, 2018)

The data in the table above are observed more significant increase in the share of the labor force for the North-West and Bucharest-Ilfov. The most significant decrease is registered for the South East region.

Thus, we can appreciate that a high qualification of the labor force supports a competitive and sustainable economy. The creation of new jobs can be based on the quality of human resources. Increasing the quality of human resources allows both building social cohesion and reducing inequalities between geographic areas and between different communities (Babucea, 2017).

### **3. Conclusions**

Globalization and demographic change have increased the risk of marginalization of rural communities. Supporting a social model, as well as increasing adaptability to change, is based on innovative and competitive economies, on knowledge, and on education. The automation process will lead to the disappearance of jobs involving simple and repetitive tasks. Thus, people's skills needs will evolve. The dynamics of this change depends on the degree to which automation and digitization will replace current jobs.

Expanding urban areas is a certainty. Polarization of urban areas causes changes that affect both the quality of urban and rural life. Migration from rural areas to urban areas increases the degree of urbanization and determines the spatial expansion of old urban areas as well as the formation of new urban centers (McGranahan and Satterthwaite, 2014).

The planning of an educational system is influenced by the continuous growth of urban areas. Population in rural and remote areas is declining. At the same time, rural-urban migration makes the population in urban areas rising. For rural areas, a high importance for school building is given by the involvement of regional and local communities (UNESCO, 2016).

The lack of investment in education can lead to an increase in the gap between regions. Encouraging innovation, as well as encouraging the acquisition of appropriate skills, reduces this gap.

Changing economic trends should lead to changes in education systems, so that the needs of the labor market to be translated into vocational education and training skills and programs (Sava and Bădulescu, 2016).

The process of lifelong learning is becoming more and more important. At the level of a society, it is essential to equate access to quality education and training. Due to changes in the

demographic structure, skills development must take place regardless of age. Increasing mobility and digitization leads to the need to apply new ways of learning.

#### 4. Bibliography

- [1] Aleandri, G., and Refrigeri, L., *Lifelong learning, training and education in globalized economic systems: Analysis and Perspectives*. Procedia - Social and Behavioral Sciences 93 (2013), 1242 – 1248.
- [2] Babucea, A.-G., *Testing the relationship between the educational attainment levels of the population and the regional typology in Romania*, Annals of the „Constantin Brâncuși” University of Târgu Jiu, Economy Series, Issue 6/2017.
- [3] Castagna, A., Colantonio, E., Furia, D., Mattoscio, N., *Does Education play a relevant role in globalization?* Procedia Social and Behavioral Sciences 2 (2010), 3742–3750.
- [4] McGranahan, G., and Satterthwaite, D., 2014. *Urbanisation Concepts and Trends*. London, International Institute for Environment and Development. (IIED Working Paper.)
- [5] Petrovski, V., Mirascieva, S., Petrova-Gjorgjeva, E., *Multiculturalism, globalization and the implications on education*. Procedia Social and Behavioral Sciences 15 (2011), 1366–1371.
- [6] Sava, D.C., Bădulescu A., *The major influence of the level of education in the creative economy*, Annals of the „Constantin Brâncuși” University of Târgu Jiu, Economy Series, Issue 1/2016.
- [7] Temirbekov, A., and Yesnazarova, U., *Globalization, Regionalization and Objectives of Geographical Education*. Procedia - Social and Behavioral Sciences 89 (2013), 422 – 424.
- [8] United Nations Educational, Scientific and Cultural Organization (UNESCO), *Global Education Monitoring Report – 2016*.
- [9] Eurostat, 2018, <http://ec.europa.eu/eurostat/web/main/home>.
- [10] National Institute of Statistics, 2018, <http://statistici.insse.ro/>.