

ANALYSIS OF THE EDUCATION SYSTEM IN THE POST-CRISIS PERIOD

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ABSTRACT

The main purpose of this paper is to analyse the evolution of the education system in the post-crisis period. The education system needs efficient strategies for increase the quality. Education system assures the resources for economies development. The paper analyses the evolution for the main indicators for education system: GDP from education, number of teaching staff, number of pupils, number of students and the average gross monthly earning from educational system between 2005 and 2016.

KEYWORDS: *education, analysis, strategy.*

1. INTRODUCTION

The forecasts made in the field of education indicate that in 2025 there will be 40% fewer students compared to 2005. If we take into account the significant indicator regarding the number of scientific articles published by the university researchers and teachers in the country, we can conclude that Romania has a scientific performance of less than 11 times compared to the average of the OECD countries. Comparing this indicator with two former communist countries, it results that Hungary has a scientific performance 5 times higher than that of Romania, and that of Bulgaria is double that recorded by our country (Mertens, 2004, 9).

The statistical surveys conducted in this field show us that Romania occupies the last place in the EU countries in terms of the coverage of the population aged 15-24 in the education system. Thus, in Romania only 41.9% of the total population aged 15-24 are integrated in a form of education, compared to Lithuania (64.5%), Poland (63.4%) and Slovenia (62.7%). This is due to the low level of revenue and purchasing power. This situation will have disastrous repercussions on the formation and preparation of the young labor force (Johanningmeier & Richardson, 2007).

2. Analysis of the main indicators from educational system between 1990 and 2017 in Romania

The number of students from full time education in the period 1990-2017 decreased by 54,190 students (such as 1.74%). The number of the school population in the period 1990-2017 decreased by 56,490 persons (such as 1.31%).

The number of teachers in 1990-2017 decreased by 1381 (such as 0.55%).

The minimum number of students from full time education was recorded in 2016/2017 (2.441.037 persons) and the maximum number was recorded in 1990/1991 (3.850.000 persons).

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The minimum number of the total enrolled population in the educational system was registered in 2016/2017 (235.806 persons) and the maximum number was registered in 1996/1997 (313.255 persons).

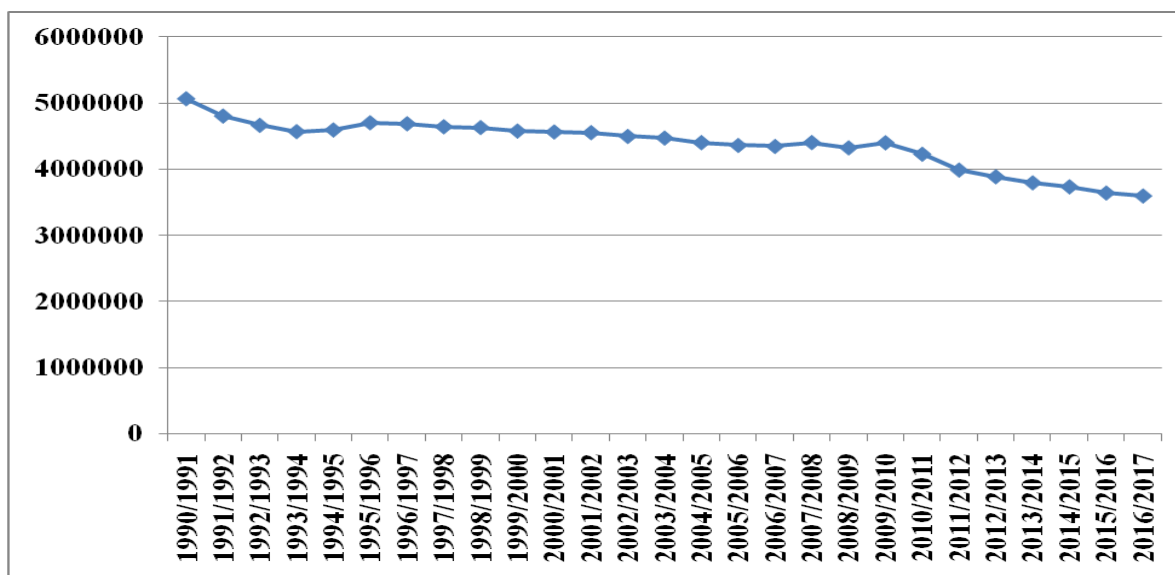


Figure 1. Analysis of the total enrolled population in the educational system between 1990 and 2017

Source: National Institute of Statistics, Annual Yearbook, Time Series, 2017.

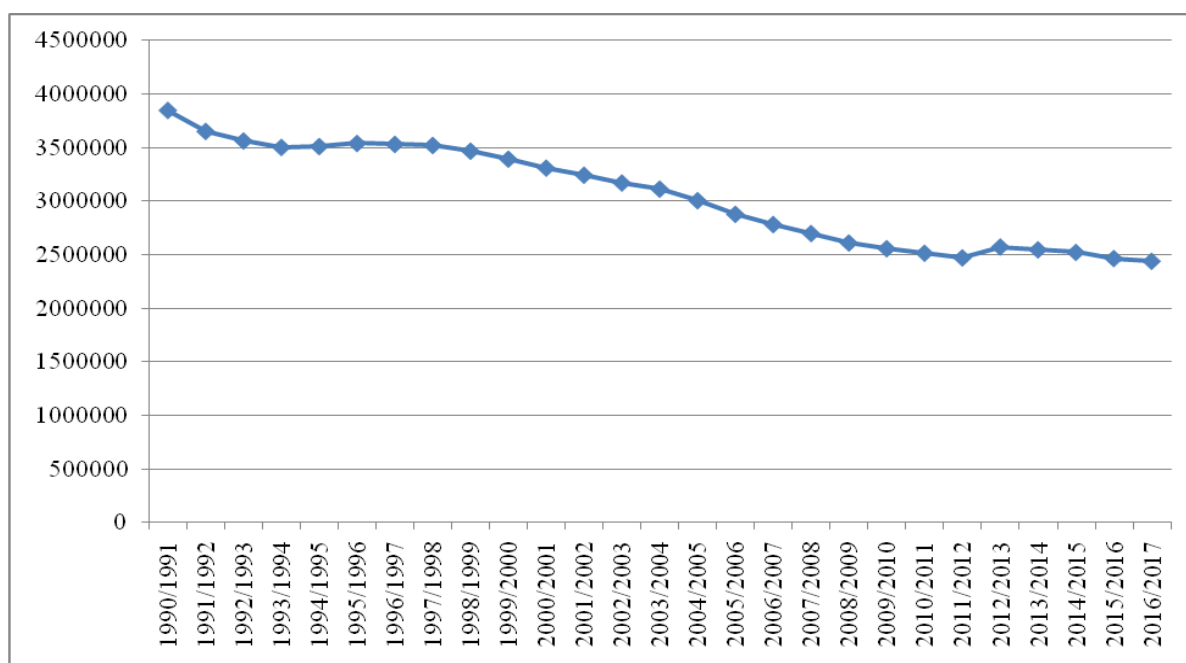


Figure 2. Analysis of the total number of students from full time education between 1990 and 2017

Source: National Institute of Statistics, Annual Yearbook, Time Series, 2017.

From figure 2, we can conclude that the number of students from full time education decreases from 3.850.000 persons in 1990/1991 to 2.441.037 persons in 2016/2017.

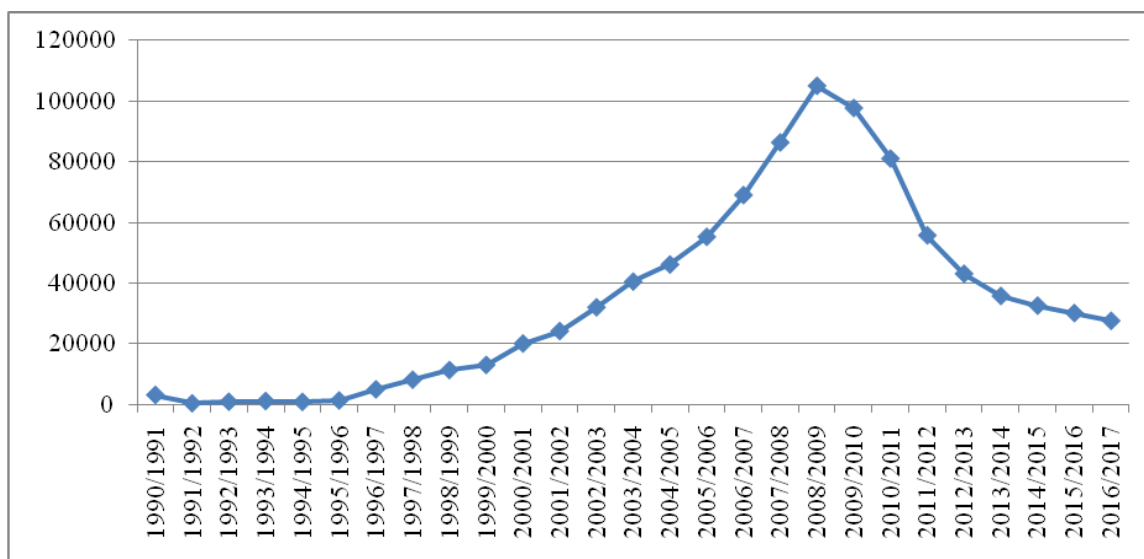


Figure 3. Analysis of the total number of students from part-time attendance between 1990 and 2017

Source: National Institute of Statistics, Annual Yearbook, Time Series, 2017.

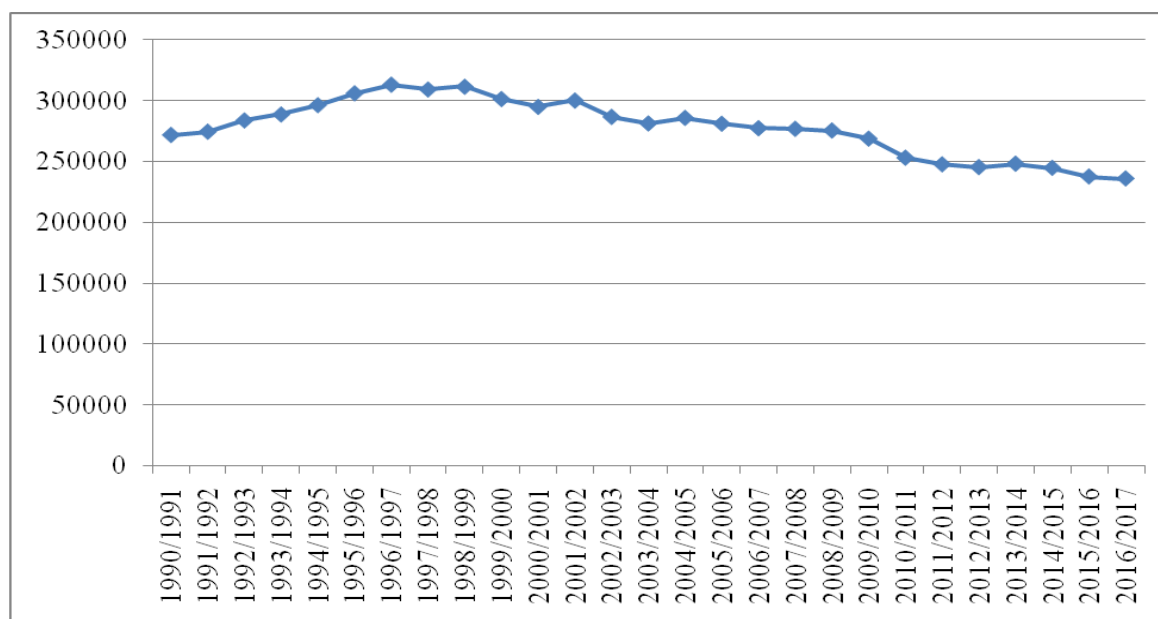


Figure 4. Analysis of the total number of teaching staff between 1990 and 2017

Source: National Institute of Statistics, Annual Yearbook, Time Series, 2017.

From figure 4, we can conclude that the number of teaching staff decreases from 271.719 persons in 1990/1991 to 235.806 persons in 2016/2017.

From figure 3, we can conclude that the number of students from part-time attendance increases between 1990/1991 and 2008/2009 and then decreases. The maximum number of students from evening classes was registered in 2008/2009 (105.149 persons) and the minimum number of students from part-time attendance system was registered in 1991/1992 (323 persons).

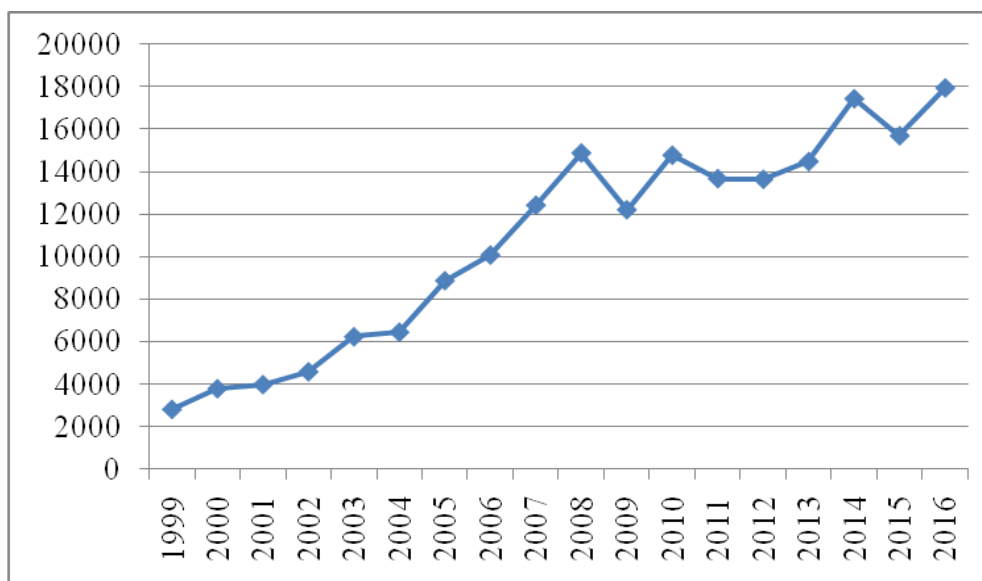


Figure 5. Analysis of GDP from public administration, insurances, health and educational system between 1999 and 2016 (euro)

Source: National Institute of Statistics, Annual Yearbook, Time Series, 2017.

From figure 5 we can conclude that GDP from public administration, insurances, health and educational system increases from 2.838,18 millions euro in 1999 to 17.930,12 millions euro in 2016. The average of GDP from public administration, insurances, health and educational system between 1999 and 2016 was 10.780,6 millions euro. The GDP from public administration, insurances, health and educational system increases from year to year with 887,76 millions euro.

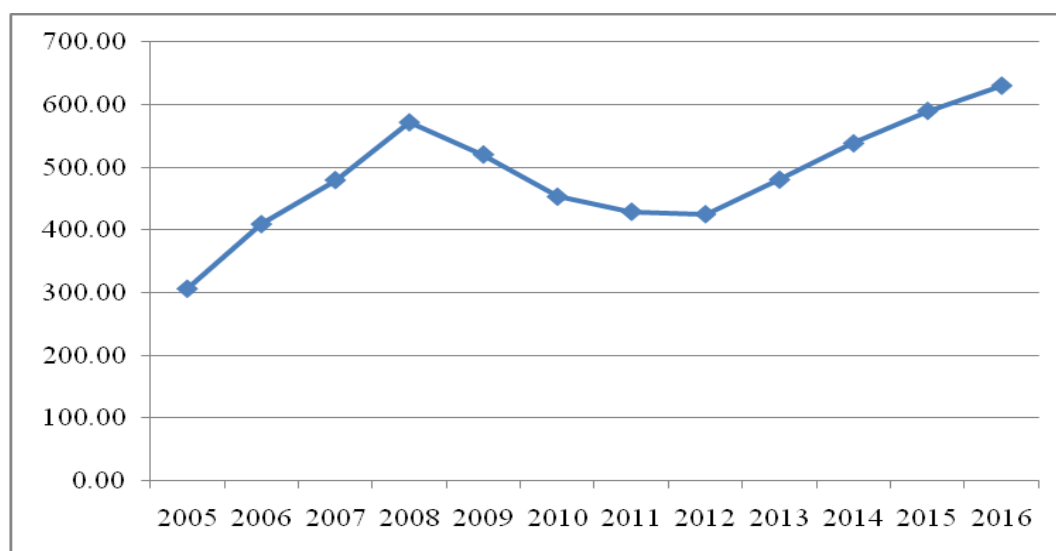


Figure 6. Analysis of average gross monthly earning between 2005 and 2016 in Romania (euro)

Source: National Institute of Statistics, Annual Yearbook, Time Series, 2017.

From figure 6, we can conclude that average gross monthly earning between 2005 and 2016 in Romania registered a positive trend from 306,34 euro/monthly in 2005 to 630,4 euro/monthly in 2016. The average gross monthly earning increases from year to year with 2,05 euro/employess (such as 6.78%).

3. CONCLUSIONS

The participation rate for lifelong learning for EU countries is 10.8%. Romania occupies the last place in Europe (at a rate of 1.6%). This situation demonstrates that young people are not actually stimulated to participate in the lifelong learning process. The state's advantage is increasing with the highest possible labor force (Johnson, 2004, 11). The average gross monthly earning between 2005 and 2016 increases. In Romania, quality is not taken into account in education. University funding is not different in quality (Stanciu, 1999, 8). For example, medical faculties receive the same funding per student even if they have a 70% residency exam or 4%.

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We declare by our own responsibility that the work is original and has not been published.

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