

Adapting the learning process to the present requirements. Changes and new ways

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ABSTRACT

In this context, attention should be interesting development in two areas: that of so-called " professional assessment "; development through the education system, the quality of " soft skills" of future graduates. Why assessment is an area of interest in the training - As a result of successive evaluations of activities, all of them starting from the need for a more balanced development of the European space within the program documents more often the problem increased use in business conclusions of current evaluation processes. The problem of developing a theory of evaluation and its conclusions are motivated by at least the following: it is a tool to improve the efficiency of economic, social and educational process; provides reasons for Promotion Program Evaluation recognition as a profession; professional assessment provides the essential recognition and can better serve communities and populations to involve them in programs allocations for different needs - local / regional, national; contribute to influencing decision making for various programs; provide development of professional links between evaluators and evaluation users. However, in the globalized labor force movement, the expansion of information technologies, the development of skills structured "soft skills" to graduates in economics becomes a necessity. Although they have many capabilities that are useful. Here the problem that arises is that of a minimum their training, in order to meet the challenges that will be submitted in the future. However, the free movement of labor force makes potential employers from the international arena, including at European level, to require increasingly more, at least five skills, qualities of " soft skills" for their future employees namely: flexibility; self-awareness; intercultural understanding and communication; technical expertise; resourcefulness as an expression of inventiveness .

In recent years, Europe has faced a multitude of economic and social difficulties, with continued financial problems, and the increasing unemployment. These concerns have increased the need to rethink how to prepare the workforce, so that in the future, to ensure economic performance and stability throughout Europe. The document "Europe 2020 - A strategy for smart, sustainable and inclusive growth" focused priorities representative (smart, sustainable and inclusive¹).

In this context, education and training of future graduates are essential and must be connected to the requirements of the Single European Market, which implies new skills, flexibility and

¹ (i) Smart growth, developing an economy based on knowledge and innovation. (ii) Sustainable growth, promoting a more efficient, greener and more competitive. (iii) Inclusive growth through the promotion of an economy with high labor employment, ensuring social and territorial cohesion

innovative capacity. These qualities imposed of future technological change and the processes of transnational mobility requires the inclusion in the curricula of the training of new directions. Regarding the quality of education targeted at the young graduates of economics we consider that attention would be interest develop at least two directions: training in knowledge and stimulate the ability to achieve "professional evaluation" programs and projects; the development of the future graduates, by the education system, of the "soft skills" quality.

1. Professional evaluation, an area interest in training economists

Professional evaluation activity can be described as an "independent review of an intervention, in terms of outputs, impacts and needs, that this intervention intends to satisfy"² (source - CE). Evaluation is a key tool for establishing how to achieve the expected results of an action/intervention, program or project. Evaluation is a process that allows to analyze independently the benefits of a financed from public funds intervention by reference to certain criteria such as: the impact of funded programs, efficiency and effectiveness of their continued relevance to the needs of beneficiaries as they have been identified during programming period.

At the international level the theory and practice of professional evaluation, indicators are grouped into immediate output indicators, outcome indicators (result indicators) and impact indicators (impact indicators). The assessment should meet to the aims pursued respecting the five criteria (criteria "DAC"), as follows: relevance, efficiency, effectiveness, impact, sustainability.

The complexity of the evaluation process is supported by standard evaluation methodologies that are used including: surveys for recipients and program managers, case studies, stakeholder consultation, technical approaches, and - the cost benefit analysis, econometric modeling of macroeconomic and regression analysis.

EU policies are evaluated on a regular basis and systematically checked the expected objectives are achieved, and to avoid the unnecessary regulations (including identifying opportunities to simplify³ and reduce the administrative burden⁴)⁵. The professional evaluation helps to develop realistic policies and also aims to inform European citizens about how their money is spent.

Based on best practices existing evaluation the Commission intends to strengthen all aspects of performance evaluation of their programmes and projects. Also, it is necessary to stress that European evaluation standards are similar to those applied to other comparable international organizations.

In Romania evaluation work is still at the beginning, and most often, it is the prerogative of foreign firms. It is also noted that in the absence of a Romanian evaluation network, plus the sporadic presence of Romanian experts in similar European projects can affect the quality of evaluation work processes and underlying the financial allocations, also.

² <http://www.ader-evaluare.ro/biblioteca-de-evaluare-ro-p-1.html>

³ Simplification is part of the Smart Regulation agenda of the Commission. It involves both existing legislation and cutting red tape to avoid new tasks in the future, and is closely related to both evaluation and impact analyzes. Evaluations identify what should be simplified and impact assessments shed light on the costs of introducing new tasks. Simplifying and reducing regulatory burdens are therefore an integral part of the whole policy cycle in the Commission.

⁴ In the European Union Programme for reducing administrative burdens covers the following areas: pharmaceutical legislation, public procurement, statistically fiscal law (VAT), transport Working environment / employment.

⁵ http://ec.europa.eu/dgs/secretariat_general/admin_burden/index_en.htm

Box 1. Types of professional evaluation practiced in Romania to the present

The evaluation focused primarily on financial allocations received from the European Union. It should be noted that programs financed from the national budget have not been accompanied by evaluation studies.

National legislation on the evaluation of European funding programs do not include explicit provisions regarding the evaluation expenditure commitment by public funds. In this context, we can mention:

- Law. 500/2002 concerning public finances, the Ministry of Finance sets out the measures required to manage and monitor the use of national public funds.
- Neither OUG. 45/2003 on local public finances has no specific reference to evaluation of of public funds; however it is mentioned evaluation programs "... designed to follow a defined goal or set of goals for which are established indicators of the program ...".
- Government Decision no. 775/2005 approving the Regulation on planning, monitoring and evaluation of public policies at central level provides for the establishment of some Public Policy Units within ministries and other institutions of central government, whose role will include evaluation of public policies, as they defined by law.
- Under the EU Extended Decentralised Implementation System (Extended Decentralisation Implementation System) which was implemented by Romania over the end of 2006, were transferred additional management tasks with European funding programs, to the Managing Authority for Community Support Framework of the Ministry Public Finance; this entity took over the management scheme for the Phare Interim Evaluation and for Operational Programmes implemented during 2007-2013.

Types of professional evaluation practiced in Romania to the present:

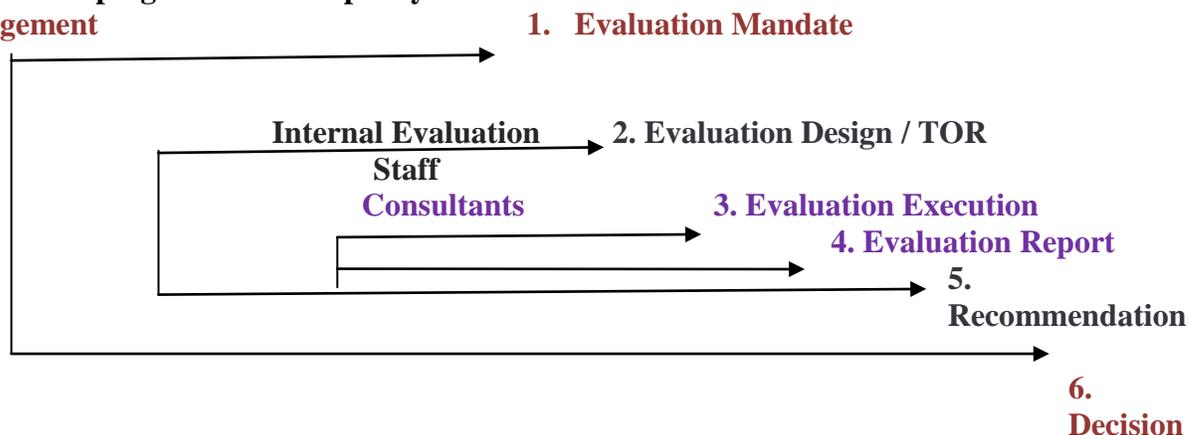
- (i) ex-ante evaluation carried out in European funding Programmes (Operational Programmes, SAPARD Programme, National Programme for Rural Development 2007-2013) were realized by an external evaluation contractor, in the summer of 2006;
- (ii) Intermediary evaluations for each program (in 2009 and in 2012) conducted by external evaluators; the first evaluation was on issues related to the selection and evaluation of funded projects which took place in 2009, and the second assessment was for 2012 and was focused on implementation issues - efficiency, effectiveness, impact early, etc..
- (iii) The ex-post evaluation of European Programmes 2007-2013 will be organized and managed directly by the European Commission

The training of future professionals for the work of programs and projects evaluation has become an interesting subject. This is illustrated with exposed during and successive evaluation applied to programmes and / or projects of public / private Member States, all of them from the need for a more balanced and equitable use of Community funds allocated and the need for sustainable development of the entire European space. Also increasingly appearing in the programming of the issue of higher valuation in the current business processes evaluation conclusions just to boost the overall efficiency of actions designed and / or taken.

The problem of development and evaluation theory and the right use of the conclusions are motivated by at least the following of features of the evaluation:

- It is a tool to improve the effectiveness of interventions economic, social and educational;
- Provide reasons such as to push promotion recognition program evaluation as a profession;
- The practice of professional evaluations ensure for decision maker recognition of the right things which are "essential" ones;
- It can serve communities and people involved in financial programme allocations for the local / regional /national needs;
- Contributes to influence decisions related to a variety programs / projects;
- Ensure the creation and development of professional activities links between evaluators and users.

Fig. 1 Developing evaluation capacity
Management



Sursa: "Evaluability: A Wider perspective and key aspects", Vladimír Kváča, Ministry of Labour and Social Affairs, Czech Republic, Bucharest, April 26-27 2012, <http://www.evaluate-structurale.ro/images/stories/Documente/conferinta2627aprilie/26_aprilie/Workshop2.3/workshop%202.3_vladimir%20kvaca.pdf>

The inclusion and generalization in economic university curricula of the evaluation theory of programmes and projects in view to facilitate the use of this technique in practice is motivated at least by:

- Evaluation is a tool for socio-economic analysis that can help to diversify the training of future graduates;
- It develops interdisciplinary linkages ensuring for the future graduates "bridges" between evaluation theory and how to use this issue in the real life;
- Provides identification of the core capacity and can serve to better and faster resolution of issues related to resource allocation, in the future;
- Develop for the young people's ability and capacity to be involved the decision making process on a scientifically background.

All these features are able to provide strong reasons which, on the one hand, can boost planning promotion and identification evaluation programmes as necessary to practice the economist profession, and to support their inclusion in the curricula of students in economics, secondly.

In this context, evaluation courses for the economics students could attend to the following topics:

- Dynamic of the evaluation development at European level;
- Features of the programs and projects with national and international support that takes place in Romania;
- Evaluation methodologies (impact analysis, cost-benefit analysis, case studies, etc.).
- Knowledge of best practices of the evaluation and establishing the quality, programmes performance and projects with national and international public finance;
- Competencies required of evaluators of programs and projects, etc..

Regard as in this way will be achieved awareness on the importance national domain, and also it creates prerequisites for the development of a body of professional evaluator, contributing to increased use of resources in the development of the decision and the financing of future programs and projects.

2. Developing to the future economics graduates of some "soft skills" in view to increase their integration on labor market

In the globalized labor force movement, expansion of information technologies the development of "soft skills" to economics graduates becomes a necessity.

Although at the end of the studies economics graduates assume several capabilities, which will be useful in the future, however, more and more companies involved in labor employ look after for a minimum training on qualitative "soft skills" such as: flexibility, self-awareness, intercultural understanding and communication skills, technical expertise, innovation. These skills will be necessary for future employees to meet the current challenges that they will be the subjected on their jobs. However, it appears that the conditions of free labor force movement in the international space, including the European one requires to their potential employees to have such skills.

The importance to get of what is called "soft skills" is not only a modern job requirements or the young professional, but is also one of the most frequently discussed topics at various international meetings on issues concerning the minimum skills / required qualifications for the workforce.

2.1. Flexibility of future employees – as one soft skill required to young professional in economics

Technological change and innovation are a challenge for labor force, especially in downturns economic regions. In fact, in any region, the implementation of technological change and innovation represents enormous challenges for the future efficient use of local resources; them encourage complementarities and synergies and provide an impact for the whole socio-economic space of reference. This features must be reflected in the skills of workforce and them are required in different situations because perform changes in the current financing priorities of a business, a project, etc.

In generally each employee must be prepared to change or to adapt its current skills when on modify the targets, on the one hand, and to adapt its capacities in due time, on the other, in view to act quickly and effectively faced to a technological change and innovation. In the same time it must have the capacity to act in the right direction. This attributes have become principles for employment of a potential applicant when on assess its letter of intention or during the interview for hiring.

Employment flexibility highlights the "skill / ability" of the potential employee to answer to new needs and priorities.

Providing and instruction to a greater flexibility of young labor force during their specific training contribute to the reform of education, to a professional guidance facilitating cross-border dissemination of ideas and best practices and to a better consolidation of higher education institution to the requirements of local or regional development, also.

2.2. Self-consciousness, an advantage in the process of hiring and promotion

In general, a precious employee knows its own value, merit. Being perceptive of its strengths and to its weaknesses, also, an employee will know to rank its current priorities and it will know when to take initiatives, when it is necessary to delegate activities / responsibilities, when to accept inputs from other partners. A such behavior will help the worker to increase in professional hierarchy and in career and it will lead it in the direction to achieve performance.

For most young employees self-awareness of their own values is relative diluted, which implies targeted training of them on this goal since the time university studies. In this context, future young economists must learn how to acquire this quality and how to show it to a potential

employer. The submission of a job application or participation on an interview represent a way to put in evidence the capabilities of the applicant and their skills. All of this must be communicated clearly because nothing discourages an employer more than a candidate who does not know what he wants to do or what can provide the institutional structure where it applied .

2.3. Cross-cultural training and communication,

The general nature of students education in the field of economics provides their an extensive and specialized transversal cultural training. In moments when the graduates make an application for a job they mention this, but few of them can demonstrate, in fact, how they acquired this skill or how it works. In this context, for the professors is for interest:

- to develop to students' capacity for teamwork skills,
- to enlarge their oral and written communication taking into account different concept, categories,
- to adapt and combine knowledge acquired during the studies,
- to expand of the future workforce professional values and ethics,
- to increase the use of IT in a deeper way,
- to develop capacity to solve different problem and to build up a decision,
- to recognize and respect diversity and multiculturalism,
- to develop capacity for learning autonomy,
- to build up initiative and entrepreneurship,
- to be openness to lifelong learning,
- to give of young people large knowledge about how can be developed regional or domestic or international markets, what is the situation of local and foreign entrepreneurs, how can a market open regional specific activities connected to the global environment,
- how to build up and how to give appropriate feedback in different situation, etc.

In view to adjust to this challenges it is important to set up to the students the capacities to understand the several links among concept, categories, among knowledge received during the hole period of training courses.

2.4. Practical technical expertise

Practical technical expertise is important to develop a successful career, although often it ignored practical skills. In this context, it is necessary that students practice periods to be materialized by jobs in view to achieve as much contact with the public, with community (for e.g. reception desk, jobs in retail or the service-oriented type, etc.). Such experiences are likely to enrich the practical experience of future employees and ensure the development of communication skills, capacity for local/incipient decision making, capacity to set up minimum practical feed-back. In this way , the program of practical technical expertise for graduates start on their adequate attitude in different situations. The technical expertise of graduates practice becomes a way to multiply their experiences through people who they meet, to improve practical knowledge, to understand different theoretical issues, to increase their capacity to respond to diverse needs put in front of them by the job.

2.5 . Inventiveness and originality

The reality is that graduates are often employed by small budgets and them are asked high results. In addition, the institution of higher education still focuses on assessing knowledge and no skills, no originality and inventiveness.

Therefore, even during school preparing young people must learn to demonstrate resourcefulness. They must be trained to know how to demonstrate their intellectual resources acquired during the years of study, how they can work with those around them, etc. This process

which may be materialized by developing interactive and cooperative learning pedagogy. In this way on pass from simple knowledge acquisition to attainment of skills and competencies, elements that define the right purpose of education, and who are likely to support the development of future graduates the inventiveness and originality.

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The success of a such strategic approach depends on the real involvement of all stakeholders in the rationale, implementation, monitoring and evaluation of the curricula developed.

In addition, adaptation to the requirements of this institution of higher education is a fundamental condition designed to ensure the success of efficient use of human resources, employment and skills development in accordance with the requirements of the National Employment Strategy Employment and the European Employment Strategy .

Adapting to the requirements of this institution of higher education is a necessity, and upgrading its elements suggested above involves new directions for future graduates to build new skills. On this way the can-do attitude, coupled with a smart and hard work, is able to led and to adapt the learning process to the present requirements in areas of so-called "professional assessment" and "soft-skills" of future graduates.

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