



Co-funded by the
Erasmus+ Programme
of the European Union



Changing lives. Opening minds.



The MAGIC

PENTAGON

News letter edited by „IOAN SLAVICI” Association for European Integration from Timisoara, Romania
Anul III Numărul 6 August 2017 12 pages

MISSION OF ASSOCIATION



Asociația AIEIS–Clusterul Mediu și Energii Reg WESTTIM Timișoara (former: *Asociația pentru Integrare Europeană „Ioan Slavici” / "Ioan Slavici" Association for European Integration*) is a non-profit association, representing a source of culture, education and development in a society where the continuous changes are a challenge for the Romanian people. Its mission for society stands in the values promoted by its institutional strategies and leading guidelines, in its power and involvement in preserving the Romanian traditions and their integration in the social European mixture, as well as its contribution in the education-business - Research & Development & Innovation triangle.

The association has experts in technical, economic and social fields which allow us to contribute to the European objectives of cooperation, competitiveness and regional cohesion. It was created in order to promote the development of scientific research and the exchange of information, to promote proper scientific standards for research work, to promote the interests of professional researchers in Europe, to promote co-operation with other organisations with similar aims, to support European integration, to initiate and encourage academic works on European Integration, to provide a place where information between civil servants and academics can flow; to encourage the study and teaching of European Integration studies, to strengthen European integration issues as a scientific discipline, through the organization of seminars and conferences.

The main activities of the Association are: the organization of scientific events like: conferences, seminars, meetings, symposia and debates which present information containing a wide range of science’s topics, the production of publications, information and communication tools, that are the outcome of these scientific events, writing and implementation of national and international projects, development of new skills and innovations in R&D and their availability to target groups; the exchange of best practices, to promote European culture, philosophy and ideas.

The Jean Monnet project has been an opportunity to increase public awareness in Romania, Italy, Serbia and Moldova about the EU issue of youth insertion into labor market. Moreover, the project has supported: (1) the production of an open educational resource, an in-depth study on the impact of innovative measures on the youth insertion and mobility on the labor market at European level, as well as (2) a presentation of the use of “simulated enterprises” which possess a great transferability potential at EU level, aiming at developing the students’ skills in two directions: employability and entrepreneurship. The project e-platform has promoted the collaboration between employers and students involved at local, regional, national and European level in order to increase their chances to find a job.

This project has opened the way for further activities and events on youth insertion into labor market, and more projects will be implemented in the future.

Prof. Univ. PhD. Titus SLAVICI, Romania

President of Asociația AIEIS – Clusterul Mediu și Energii Reg WESTTIM

JEAN MONNET AND IOAN SLAVICI

On 31st August 2017, Asociația AIEIS–Clusterul Mediu și Energii Reg WESTTIM Timișoara (initially: *Asociația pentru Integrare Europeană „IOAN SLAVICI”*) finalizes a **JEAN MONNET** project, implemented for a period of three years. The project “*EU-Compliant Methods for Youth Inclusion into Labor Market: Know-How Transfer to Non-EU States*” started in September 2014, targeting the young higher-education graduates.



Assist. Prof. PhD. Christina BARBU, Romania

JM Project Manager

Continued on page 4

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



EDUCATION and PRACTICE in ITALY

Good Practice facing the Paradigmatics of the 3rd Millenium in Increasing Employment Rate of Thousand Graduates from Higher Education – Avoiding Long Unemployment

In the Italian Higher Education System, there are two stages: laurea (graduates) and laureate (graduates with licence). Most Italian universities base on Bologna system with three years of Bachelor's studies and two years of Master's studies.

Concerning the practice stages, in Italy we come across two models: curricular and extra-curricular. In the first category, a significant part of universities forecast 3-6 years of compulsory and transferable credits, according to requests by it. During the internships, the students are not paid. The second category takes place in the first year after the end of the university studies and it cannot be longer than 6 months. This internship is not obligatory. During this period, the students can benefit from a certain payment from the economic agents, which cover transportation or meals; it is usually 500-800 Euros a month.

The connection university-student-economic agent is made through the JOB-Placement Offices. The first Office of that kind was opened in 1996 at the Economic Faculty of University of Torino. At that time, the internships were not obligatory. Later things changed, due to the promotional activities and the increasing stability of the relations between the universities and the economic agents, which offered the students the opportunity to meet the economic reality. The objective was to help the students elaborate their dissertations with the active participation of tutors. In time, the universities made an ample database of the companies and SMEs (Small and Medium Enterprises). Thus, the Internship Conventions between the students and the companies appeared, with regional particularities. The Economic Faculties have the highest number of Conventions. In these faculties, the internships are based on the demand-offer rapport, as well as on other considerations according to the Conventions' place and time.

The steps in the process of signing the Conventions are the following: a) Contacting the companies interested in internships; b) Informing the students about the internship terms in those companies (through all the new technologies available); c) Scheduling the interviews company-student, in order to level the company's requirements and the student possibilities. The dialogue focuses on the courses and conditions of preparation, on finding the right managers for the courses etc. During these meetings, the student learns the company characteristics, the company objectives (within the market competition), the company competitiveness, the student's route within the company, the role of the internship in this context and the student's contribution. Through the JOB Placement Office, the universities organize professional seminars held by professional managers:

- on the required behavioral rules
- on the coordination of aptitudes and attitudes according with the company culture.
- the terms required to reach efficiency in the company

The evaluation is made at the end of the internship through a document which contains a series of psycho-social indicators (degree of integration within the company culture; practical competences, skills and attitudes obtained).

The level of the linguistic preparation for the international languages is monitored in the same way, in the context of the international relations of the receiving company.

After the internship graduation, the degree of employability is defined, in that company or in related companies. This increases the graduates' degree and chances of employability.

Paolo MAGAGNOTTI, EJ President, Italy

Via dei Cappuccini 12 - I-38121 Trento
Email: paolo@magagnotti.eu - Mobile: +39 335 6844213
Skype: Magagnotti - FB: Paolo Magagnotti
www.magagnotti.eu - www.european-journalists.eu



Paolo Magagnotti, PhD
Associate Professor



European Journalists
Association
The Communication Network, etc
President

Prof. Univ. PhD. Grigore SILASI, Romania

Asociația AIEIS – Clusterul Mediu și Energii Reg WESTTIM

„INFORMED, INVOLVED AND EMPLOYED! BE THE ANOFM CLIENT!”

In the context of marking the International Youth Day (August 12), the National Employment Agency Moldova (ANOFM), jointly with its territorial structures, organizes a campaign of activities, during August 12-20, 2017, with the slogan: "**Informed, involved and employed! Be the AOFM client!**" Thus, will be organized informative and instructive seminars on innovative techniques and innovative ways of finding a job, professional orientation, opportunities promotion, „round tables”, jobs workshop, activities recruitment, demonstrations regarding the access to the specialized portal www.angajat.md. Their objectives are: the increasing of the level of information, transparency and accessibility of AOFM services among young people looking for a job, better information and career guidance of young people, while raising employers' awareness of the employment of graduates of educational institutions. Always it looking for an optimized insertion of young people into the labor market.



*Prof. Univ. PhD. Adriana BÎRCA, Moldova Republic
Technical University of Moldova*

THE INTERNSHIPS - WAYS OF ACHIEVING THE TRANSITION FROM THE THEORETICAL KNOWLEDGE TO THE SKILLS AND COMPETENCES REQUIRED BY THE LABOR MARKET



According to the data from the National Institute of Statistics, as seen in previous years, in 2017 Romania yet again has a high number of university graduates. A difficult problem is occupying all these young men and women. The most frequent impediments that the graduates have to face are connected to the lack of work experience. To this end, THE INTERNSHIPS are called upon to play a pivotal role in the development and growth of the young graduates in preparation for their entry on the labor market.

Internships are conceptually designed to bridge the transition between the theoretical knowledge and the practical and behavioral skills, that the freshly graduated yet still lack. Thus, their chances of successfully finding a job are vastly improved and they must no longer bear the shameful brand of being “AN UNEMPLOYED GRADUATE”.

The legal grounds of the Internship, have been set through *law number 335/2013* in which *article 1* shows that graduates of university studies must have a 6 month practical experience in exercising their chosen profession. Exempt from this law are the professions for which there are other, special regulations in place. Also exempt from *law number 335/2013*, are those graduates who can prove that they have already worked for a minimum of 6 months in their chosen profession while still undergoing their studies.

The legal groundwork for this is found in *article 31 paragraph 5 of law number 53/2003* – Labor code, according to which, for all university graduates, the first six months of exercising their profession is considered an Internship. This Internship is organized by the employer, who also has the responsibility to inform the county labor occupation offices to which they are ascribed.

The activity plan by which the graduates must abide during the Internship, encompasses both the tasks that they must perform, the skills they must learn in order to perform at peak condition and the measurable performance indicators by which the final evaluation will be done.

During the Internship, the trainee is required to perform the work under the authority of an employer, the individual or legal person, in return for a remuneration called salary, based on an individual labor contract and the Internship contract. At the proposal of the head of department under which the trainee is working, a mentor will be assigned, from the ranks of the experienced members of the department. The mentor must have at least a two year experience in the areas of activity in which the trainee he supervises, works.

He also has the responsibility of coordinating the trainee’s activities, to propose ways of solving the tasks assigned to the trainee, to supervise the fulfillment of his duties in a proper fashion, and to be part of the evaluation committee at the end of the Internship period.

The Evaluation Committee prepares an "Evaluation Report", five working days before the end of the Internship, whereby the employer issues a "Certificate" for completing the Internship.

The evaluation of the trainee's activity is based upon the analysis of the completed objectives and performance indicators, the appreciation of the level of competency consolidation and the acquisition of the “know-how” required for practicing a profession in the field in which the trainee worked.

Due to the importance of the Internship programs for the integration of the young workforce into the labor market, certain ideas have taken root regarding a TRANSNATIONAL PROGRAM that should be included in the labor code of every country of the European Union. Thus, the graduates would have the possibility to complete an internship abroad, increasing their chances of finding a job in the whole of Europe, and not be limited by the workforce market of their home country. It is agreed upon that Internships abroad are a special type on Internships.

"Youth on the Move" - the flagship initiative of the Europe 2020 Strategy, on employment, shows that transnational learning helps young people to adapt to the demands of the EU labor market and to better their all-around knowledge by gaining professional, linguistic, social and communication skills, thus improving the graduates self-trust and adaptability, these being vital skill, as shown by recent studies: “The Magic Pentagon” and “The Golden Triangle”

Continued from page 1

JEAN MONNET AND IOAN SLAVICI

The core of the project team, made of Assoc. Prof. PhD. Christina BARBU (Project Manager), Prof. PhD. Grigore SILASI and Prof. PhD. Dumitru MNERIE, has organized a series of events and has published studies in *The Magic Pentagon* (the project newspaper) and on the project website. The project has been implemented in collaboration with **ITALY** (Assoc. Prof. PhD. Paolo Magagnotti), **SERBIA** (Jelena Prtljaga) and **REPUBLIC OF MOLDAVIA** (Prof. PhD. Adriana Birca).

The Association has collaborated with **The Italian Consulate in Timișoara**: Honorary Consul of Timișoara Silviu LUGOJAN; **members of the academic environment**: Prof. PhD. Mihaela LUTAȘ (Vice-rector of “Babes-Bolyai” University Cluj-Napoca), Lect. PhD. Ahmed RASHIDI (West University of Timișoara) and **members of the pre-university environment**: Lect. PhD. Ana CRĂSNEANU (School Inspectorate Timiș), Nicolae Cosmin HOGEA (Headmaster of West Technical College), Prof. Luiza MAHOMED (West Technical College); representatives of **Chamber of Commerce, Industry and Agriculture Timiș** (Florin GEAMĂNU) and of **County Agency for Labor Forces** (Agenția Județeană pentru Ocuparea Forțelor de Muncă Timiș: Executive Manager Marcel Dumitru MICLĂU and Counselor Andrei PETRE); **representatives of the economic environment**: Gabriela PUȘCAȘ Recruitment Agency), Mihaela PETRUȚIU (HR Representative from LindeGas Timișoara), Lucian Ciprian CRIȘAN (Manager of Bancpost Timișoara) etc.; **Serbian Community of Romania** (Timisoara Branch).

The students of “**IOAN SLAVICI**” University – Department of Economics and Department of Engineering – have also been involved and actively participated in the project activities.

The project was disseminated through 10 events: 2 Conferences, 7 Workshops (in Romania, Italy and Republic of Moldavia) and a Study Visit. The team participated in various other events to raise awareness of the need of youth insertion into labor market and to facilitate the spread of knowledge about the **JEAN MONNET project** (objectives, activities, results): TV broadcasts, Social Fairs, Round Tables, “Ioan Slavici” Symposia.

The project ends with the publication of the *Study on the Impact of Innovative Measures on the Youth Insertion and Mobility on the Labor Market at European Level* (at EDITURA FUNDAȚIEI PENTRU CULTURĂ ȘI ÎNVĂȚĂMÂNT „IOAN SLAVICI”).

All the project materials (Booklet, Newspaper, The presentations of the speakers during the project events, Leaflets, Press Releases, The program of the events, Job Database, Proposal of harmonization of the curricula with one from Europe, The Study etc.) are uploaded on the **project website** and can be freely consulted:

<http://www.youthlabormarket.ro/>

Assist. Prof. PhD. Christina BARBU, Romania
JM Project Manager

OPEN EDUCATION AND POSSIBILITIES FOR EMPLOYMENT

The attempts to overcome somehow rigid formal education not adjusted to new social demands (due to growing industrialization) are known as the idea of *open education* which appeared in the USE in the beginning of the 20th century. Seen both as an upgrade of the existing educational system and as an alternative to traditional forms and levels of schooling, such a form of education has only after a whole century, thanks to the development of ICT, become realistically feasible, to recently become a generally accepted trend in the world. Through the program Erasmus+ 2013 the European Commission initiates an action called *Open Education in Europe*. The initiative is based on the assumption that *open education* has become a part of the so called *formal* education through program initiatives and concrete projects striving to enable a broader approach to education. The portal *Open Education in Europe* is an attempt to offer availability and an access to numerous contents adjusted to students, teachers and researchers, from a variety of scientific and practical fields in as many languages as possible. In parallel, having accepted that openness is actually a value characterised by the greatest number of not only modern initiatives, but also communities, informational and communicational companies have created a number of software tools intended for creation of presentations and materials offering educational contents in a way more adequate for a 21st century student.



Initiatives and resources for open education

Open Educational Resources and the policies of open education have become significantly developed in recent years, creating new possibilities for the improvement of education; at the same time, they are great changes for all relevant participants in the process of education, i.e. all stakeholders. The initiative *Open Education in Europe* was initiated in 2013, putting the idea of open education in the centre of educational reform, accepting that openness is a value characteristic for increasing number of modern initiatives, as well as communities.

Dr. Jelena PRTLJAGA, Serbia
Dr. Predrag PRTLJAGA, Serbia

Preschool Teacher Training College Vrsac, Serbia

Continued on page 5

Continued from page 4

SUPPORTING YOUTH MOBILITY ON THE LABOR MARKET

One of the problems faced by those who try to develop new forms of education in order to help new learning generations, as well as those involved in teacher education and training, has occurred in the conditions in which young people were raised and grew up in *digital era*. Jukes and Dosaj (Jukes and Dosaj, 2006) have made a difference between *digital immigrants* (majority of those nowadays involved in the field of education) and *digital natives*, i.e. current generation of young learners. They have found that teachers and those who educate teachers – digital immigrants – prefer lower level and controlled provision of information from limited sources, singular processing and giving one task or limited tasks, i.e. single/limited-tasking, at the same time provide text before image, sound or video, that they provide a piece of information in a linear manner, logically and sequentially, they like their students to learn separately and independently, rather than in a network or in interaction; also they prefer teaching just in case and giving and delayed rewards; they are also inclined to teaching within a curriculum. On the other hand, their students – digital natives prefer information quickly from multiple multimedia sources, parallel processing and multi-tasking, prefer processing pictures, sounds and video before text, random access to hyperlinked, interactive multimedia information, they prefer to interact/network simultaneously with many others, to learn in time, they prefer instant rewards, they are inclined to learning which is relevant, instantly useful and fun. It seems that in such circumstances informational technologies can give significant contribution to bridging the differences between the agents in education, introducing innovations in their work and improving their cooperation, thus increasing the quality of upbringing and education. In a nutshell: *We learn and solve problems in different ways...* (Gráinne Phelan, Programme Manager EMEA, Enterprise Google, Inc.)

As a dominant Web browser and as a company with overall approach to contemporary communication, *Google* offers more programs under a common name *Google Apps for Education*, a package of internet application in a cloud which through interconnectedness become more efficient and powerful, while enabling us do the job in a shorter time and in an easier and more interesting way. Curricula, syllabi, scientific projects, distance learning, testing in an on-line environment and real time are only some of possible applications of these systems. Insisting on the logics of *Any place, Any device, Any time* the company strives for adapting Education to new ways of working.

Khan academy is a centralized data based, containing more than 6000 recorded tutorials from all fields of education, which is currently being used or has been used by over 100 million learners. *A free world-class education for anyone anywhere* is an idea which came to life, and further development of the platform is heading towards gamification (Badges, Levels, Leaderboards, Progress Bar, Awards...) and personalization of plan and program of learning. Possibility of getting immediate feedback and development of platform for trainers leads to removing of the obstacle repeatedly pointed out by John Dewey: *if we teach today as we taught yesterday, we rob our children of tomorrow.*

Explaining what Wikimedia is, Jimmy Wales, one of its founders says: *Imagine a world in which every single person on the planet is given free access to the sum of all human knowledge. That's what we're doing.* Initiated in 2001, Wikipedia, as one of the projects of Wikimedia Foundation, has become the greatest encyclopaedia in the world, visited by 550 million interested individuals each month; at the same time it undergoes 11 million alterations and additions during the period of one month by 80.000 active users in the whole world; it currently contains 30 million articles in 286 languages and it is the sixth most visited site on the Internet.

Packages, tools, data basis, encyclopaedias, courses like, e.g. OCW (Open Course Ware) or MOOC (Massive Open Online Courses), Agile development frameworks (e.g. Scrum) appear every day; possibilities have been exponentially increasing and those involved in education should only choose their own way to learn and teach. Having sketched the current state in all spheres of life in general, as well as in education, in particular, we were interested in the extent preschool teachers use available possibilities opened up by ICT both in their everyday life and in their work.

Instead of a conclusion

As a consequence, open education has been seen as a great potential for both employability and professional improvement of young individuals. Instead of reaching out for a book or a manual, a young person will always turn to a whole range of available packages, tools, data basis, encyclopaedias, courses and tutorials in order to learn something new or solve a problem. This is a reality we simply cannot ignore.

References:

- Jukes, I. & Dosaj, A. (2006). *Understanding Digital Kids (DKs): Teaching & Learning in the New Digital Landscape*, The InfoSavvy Group, Singapore. Retrieved Aug, 25, 2017.
- Predrag PRTLJAGA (2014). Application of Web Presentations in the Function of Preschool Education and Upbringing Quality Improvement, *Journal Plus Education*, XI(2), 110-116.

Dr. Jelena PRTLJAGA, Serbia
Dr. Predrag PRTLJAGA, Serbia
Preschool Teacher Training College Vrsac, Serbia

STUDENTS' VIEW**Youth Labor Market Absorption****GRIGORIE (GEORGESCU) MARIA - Economics – Student (3rd year)**

The employment of the young generations depends on the vocational training measures. In the present, only a well-trained labor force can be competitive on the labor market.

If we analyze the quality of the youth labor force, we observe that the level of qualification on the market is not satisfactory. Most of the young people have high-school or secondary-school education, without practical knowledge. This can be an obstacle when trying to apply for an attractive job with the possibility to advance in the future. So, in order to increase the young population on the labor market, we must organize more training courses for the jobs that are more sought on the labor market.

The youth from the rural area have more obstacles when trying to find a new job. For this, in our country, without any training courses in the rural area, it is necessary to facilitate transportation so that they can attend the courses in the city.

In the conclusions, the political class from our country must make a good correlation between the requirements of the labor market and the graduated qualifications.

Youth Insertion into the Labor Market in Romania**ALDEA VICTORIA - Economics – Student (3rd year)**

Youth insertion into the labor market has been one of the problems facing our country in recent years. One important aspect is the dropout problems in the poor families. Many teens drop out of school due to the lack of money. Still, most employers require a minimum of 12 classes or in the best case 8 grades.

The problem of young people who graduate from high-school-school or college becomes the lack of practice in their education, in spite of the much theory learnt in school.

Another problem is the low salary at the beginning of work life. Young people want better salaries. This is the mentality of the young generation who was raised in an advanced-technology environment. In spite of their the lack of practice and experience during the school years, which does not help at all, still the youth expects higher salaries from the beginning.

Perhaps, with a little help from the state, we could solve some of these problems.

**Youth insertion on the labor market****AVIERITA (RADU) ANCA SIMONA - Economics – Student (3rd year)**

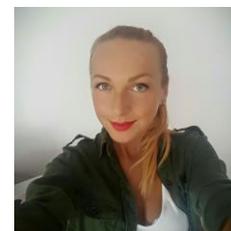
Young people can be inserted into the labor market in two different ways.

One of the most met situations is as an employee. This is the example for the majority of the youth who are searching for an employer that fits their specialty, knowledge or domain of interest. Many accept in the beginning a lower salary package, but on the other hand they have a safe unlimited contract with career development possibilities.

The other situation is when youth people assume more risks, but also, they can reach a higher level of financial stability, by starting their own business. For a safer and successful insertion on the market, they can have more partners in the business or at least they need advice from experienced entrepreneurs. It is also very important for not to give up their ideas and motivation if the success does not appear already in the next day.

Youth Insertion into the Labor Market**AVRAMESCU OANA-GIORGIANA - Economics – Student (3rd year)**

The labour market is constantly changing because of the new emerging technologies and therefore because of the role of the increasing importance of the human capital in an economy increasingly based on knowledge. The labour productivity growth is one of the most important solutions in developing a healthy economy. It depends very much on the quality of labour. Therefore, the employment policies and strategies should follow the increase of investment in human resources, investment in training of young people on the company level, providing the access to all the relevant information of education and training opportunities.

**What Prevents Graduates to Enter the Labor Market****VALCELEANU CATALIN - Economics – Student (3rd year)**

The graduates need support to integrate into the labor market. This has not really happened, because young people are disregarded and not given trust. The entrepreneurs prefer an experienced employee; most of them require experience (which the young graduate cannot have). This makes the entrance into the labor market a hard mission. Still, this can be possible with the ambition and perseverance.

STUDENTS' VIEW

Insertion of Young People into the Labour Market COCIR FLORENTINA-DIANA - Economics – Student (3rd year)

My opinion is that the insertion of young people into the labour market has to be done before they finish their studies because those young people must have the possibility to exercise and practice during the studies. Thus, at the age of 16, they will earn money and that means the best motivation for the young people. For this, schools must ensure contacts with various companies, in which these young people can do practical trainings and also stimulate them by paying them a compensatory wage for their work.

By doing so, these young people will become more responsible and, at the same time, more independent in a short time. At the same time, the companies will benefit from this, because after graduation, the young people will already be qualified and ready for work. Thus, companies will not waste time and efficiency by training new employees.

“Time means money and money means satisfaction.”

Integration of Young Labor Force on the Job Market

DALEA ALEXANDRA-DIANA - Economics – Student (3rd year)

The access of a person on the job market takes place at the age of 16 in case of minors and even 15 years old with a written consent from the legal parents. The age of 15 is a very young age to enter into the field of work. A young person at this age is enrolled into high-school, where he learns new information, has to be present at classes in order to gather knowledge for the future.

I do not think that a young person should have to choose between education and work. I myself have worked since I was 15 years old. I was young and did not have notion of the work legislation. I had jobs that gave me the possibility to be present at classes, part time jobs or duration defined contracts and even jobs without any contract.

My opinion is that the young labor force does not have enough information. AJOFM offers professional courses for the unemployed and young workers, as well as support in finding a suitable position. It is just that the local labor agencies have to put more emphasis on spreading the information to the targeted group of people.



The Insertion of Graduate Students on the Job Market

DAN DRAGOS-SEBASTIAN - IT – Student (3rd year)

As a fresh graduate, your first step should be to apply at the AJOFM institute for an available position in the companies that are searching for recruits.

The second step is to create a Curriculum Vitae and to submit it online to companies that are recruiting.

In Romania you have three different job opportunities:

- at an institution subordinated to the government
- at a private company
- as a freelancer.

Unfortunately, the bureaucracy required to get hired in the first two makes the process very long and difficult, since as a new employee, you are the one responsible for providing the HR department all the documents needed to hire you.

The recruitment in private companies nowadays is based more on behavioral characteristics than on the actual technical skills required for the job. Depending on the willingness of the employee to learn and develop his career, he can evolve at a very fast pace.

Youth Insertion into the Labor Market

HAMZA IONUT - Economics – Student (3rd year)

In my opinion, in order for the young people to be more easily accepted for the job they want in companies (where the problem is their lack of work experience), schools should have contracts with various employers and should prepare the students for the needs of those certain jobs. The annual practice/internship in such companies (collaborating with schools) is essential.

Thus, the experience would be no longer an issue for the jobs and the companies would know better the future employees than just from a simple interview.



Youth Insertion into the Labor Market

HINT-BRABETE IASMINA-GABRIELA - Economics – Student (3rd year)

It seems that young people do not believe the idea that information gained in school is useful for getting ready to enter the labor market.

More precisely, the main employers search for people who will improve their business, people with experience, but also with higher education. Today it's hard to find a job that will satisfy both.

On the other hand, I think young people, who finish their studies, are very enthusiastic to learn and open for new opportunities. By their side is the State, who encourages employers to hire teenagers who graduate from various levels of school and to offer them benefits.



STUDENTS' VIEW**Insertion of the Young Graduates on the Labor Market****DENA OCTAVIAN - Economics – Student (3rd year)**

The insertion process represents the transition of the graduates from school to work (i.e. young people who graduated and left the education system to enter the labor market).

The education has an important role in the young people's development, both in their social behavior and in their intellectual work.

Thus, the education has also a forming role, opening horizons to the young people regarding insertion on the labor market through counseling and vocational guidance activities, doubled by the organization, implementation, monitoring and evaluation of some training stages in the industry.

We can consider that the factors influencing the insertion of young people on the labor market are also bound by: their socio-economic status, the changes of technological nature of in companies, and the effects of the financial crisis (which requires a permanent need to quickly adapt to the changes of the economic environment and to a more increasing competitive environment).

Insertion of the young graduates into the labor market plays a crucial role, in determining their economic and social well-being and for their subsequent development.

National Measures for the Insertion of Young People into the Labor Market**DIACONU (FELZER) CORINA - Economics – Student (3rd year)**

The Ministry of Labor, Family and Social Protection has begun drafting a national plan to boost youth employment in an intermenstrual working group that were part of the Ministry of National Education, Ministry of Youth and Sports, Ministry of Economy and the Ministry for Information Society. The plan includes a series of measures to facilitate implementation of programs in Romania of "Youth Guarantee", focused on the following areas:

- Counselling and career guidance of young people, especially those with lower level of qualifications, by implementing customized programs;
- Recognition of skills gained by young people in an informal or non-formal education;
- Training through apprenticeship at work and acquiring a first professional experience through volunteering;
- Creating new jobs through entrepreneurship development programs for young people;
- Improve the capacity of youth's participation in the labor market and/or the social protection of young people at risk of poverty.

The measures in this plan will be included in the National Reform Programme. The chapter on employment and monitoring implementation will be done in accordance with procedures to monitor National Reform Programme.

**Youth Insertion into the Labor Market****GRIGORAS MARIAN - Economics – Student (3rd year)**

Introducing young people to the labor market can be done with the help of a good collaboration between the state and future employers. This is possible by organizing periodic exhibitions of work fairs or scholarships.

In these events for all the future employees the advantages and disadvantages of certain specializations, and the obligations and rights of both employers and employees need to be explained.

For those without experience in a particular field, employers must provide schooling.

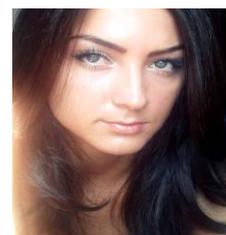
It is necessary for the employer to provide the employee future mutually beneficial contract for an indefinite period (and not for a specific period, as this would discourage many young people who think they can be fired after the ending of the contract).

Employers must also offer certain facilities and performance bonuses to motivate the future employees.

Youth Labor Market Insertion**MODI ALEXANDRA - Economics – Student (3rd year)**

Today, in Romania, companies avoid hiring young people. The reason is their lack of experience. This and the low salary cause emigration of young people to other countries or they have to commit to a job less good to survive. I think we can stop this event, and one of the variants would be to create a large number of jobs, more diversified jobs. It is also important to stop the phenomenon called „corruption work”, where the free jobs with a good salary are granted to family or friends, without any training or higher education, and of course to those who pay for the available job.

So, what if they stopped being careless and gave the young people a chance? I think we could prevent the fate of many young people in our country emigrating for a better life. Thus, we could develop the future of OUR country and of OUR people.



STUDENTS' VIEW**Youth Insertion into the Labor Market****MUNTEAN (IFTIMIE) LAURA NICOLETA - Economics – Student (3rd year)**

Given the increase in youth unemployment rates in recent years, the EU's concerns in this area have increased, especially in the developed countries. Increasing the level of education of the population has become one of the priorities of the Europe 2020 Strategy, along with labor productivity growth, lower unemployment, better insertion of young people in the labor market, increasing public participation in education, and lifelong learning.

Analyzing the evolution of youth unemployment in the EU countries, we can say that the problem of youth is not only a challenge for national labor market policies, but also a threat on the European level. In the long-term, many young people may find it impossible to find work in their own country, which could exacerbate social and political tensions and cause an increase in migration to areas with higher employment potential. Even with the free movement of the labor force, increased migration can generate discontent in receiving countries, due to concerns that immigrants hold jobs that they are not entitled to, but also in leaving countries, which loses investment in training these young people and where imbalances may occur due to the lack of skills in certain areas.

Youth Labor Market Absorption II**GRIGORIE (GEORGESCU) MARIA - Economics – Student (3rd year)**

I will bring into discussion some ideas about postgraduate students

One of the most frequent difficulties faced by higher education graduates is caused by the lack of information concerning the labor demand on the market. Thus, some of the high-school graduates often choose to continue their study in domains that offer little job opportunities after graduation.

Another aspect, that affects the chances of college graduates to obtain a job in their field of interest, is the lack of working experience gained during their study years. They usually focus on studying and obtaining good grades, and have no contact with the realities of working in a company. Very often their wage demands are considered unrealistic by employers and do not reflect their capabilities.

In Romania, higher education has never been in correlation with the labor market. It is for this reason that many college graduates often end up picking jobs that were not in their domain of study or even worse become unemployed

In recent times, a migration in search of jobs began to be noticed. This migration manifests itself on different levels. Some people migrate abroad, leaving vacant workplaces for workers coming from other regions of the country. This, in turn, leaves some of geographical areas, mainly the rural ones, often depopulated.

**Insertion of Young People into the Labor Market****MITITELU ALINA - Economics – Student (3rd year)**

The problem of the insertion of young people in the labor market is very important in the current economic climate, which knows increases in unemployment both in general and for the youth category. Against this economic background, there are intensifying efforts to search for solutions everywhere, crystallizing consensus of economically advanced countries: by stimulating investment in infrastructure, and especially by developing human capital through education, research and innovation.

I think young people insertion into the labor market would be successful with a larger number of jobs and a greater diversification, if possible, supported by the implementation of European projects.

Romania is facing a major issue regarding the insertion of young graduates, but by implementing projects targeting young people's professional training through innovative and integrative program, the country has helped to increase practical training. That helps young graduates to enter the labor market.

On the short and medium term, practical training, consultancy and guidance will help pupils and students, on the one hand, to obtain the best results both in exams and in other competitions, and, on the other hand, will familiarize them with the working environment.

The insertion of graduates into the labor market plays a decisive role in determining the students' economic and social well-being and their subsequent development. Therefore, the transition from school to "decent work" or from school to the first job is very important and graduates should be prepared for that, even from the earliest school years and up to high-school or university years.

Youth labor market insertion**ANCA ANDREEA - Economics – Student (3rd year)**

In order to increase the employment rate of young people on the labor market, a series of measures can be addressed to encourage youth employment market. A larger number and greater diversification of jobs are some of the



STUDENTS' VIEW**Bringing Young People into the Labor Market****MITITELU ALISA - Economics – Student (3rd year)**

In Romania the transition of graduates from school to work has been a major topic in the last 10 years, the main reason being linked to the fact that, after graduation, the young people find a job very hard. They often occupy the first position they find, no matter what they studied in school.

The implementation of European projects could help by targeting the training of young people and by initiating a program of practice in companies, where the youth could commit. That could be a solution for helping young people to integrate into the labor market.

Another proposal for youth integration into the labor market is to provide a higher number of jobs and greater diversity of jobs. There is a definite need for a diverse range of jobs in the labor market because the job demand for the young people, especially for those without adequate preparation, is limited to trade, construction, craft, sewing, tailoring, catering, mechanics and other unqualified jobs. It is very difficult to find higher-level jobs after graduating from a university for example. It takes time and compromises in a lower-level job before they can actually find the desired job or the job they have studied.

Youth Work in Romania**OLARU (SÂRB) FELICIA - Economics – Student (3rd year)**

There have been moments in the Romanian society when they used to focus and pay a special attention to students, future young adults, focusing on their abilities which can be helpful and can provide a career in the society.

These days the percentage of students with a higher education is a lot higher than it used to be, but unfortunately, they aren't helped and instructed on how to build a career and how to use their talents for the society. This leads to a huge gap between the young adult and a job, and it has a bad effect on their development.

These days, the students still have the aspirations of becoming a useful young adult with a proper job and to use their talents in building a better place. Unfortunately, those goals start shattering in the moment when the employers ask for work experience, which is impossible for a student who spent his entire time attending a University, College or so.

From that point everything becomes harder for the student to progress in his career, because he doesn't have the chance to start without feeling pressured by the new rules of the work fields (which can become an obstacle).

Of course, we do have some good examples of students finding their dream job and progress in the field; examples of students offering good abilities in learning and helping the company to evolve; students who become known for their professionalism. Unfortunately, the percentage of these cases is really low.

The young adults have the passion and energy to spend on their dream jobs, careers, but reality is different and instead of helping the young generation to evolve and to become the future of this society, the doings and the new rules of this society is building a huge gap for the young adults to succeed in life.

**Higher Expectation, Low Qualification****PREDESCU LILIANA - Economics – Student (3rd year)**

Students have an unrealistic expectation of their job prospects on graduating.

Growing share of student workers on labor market and consequently increased competition for low-skilled jobs have certainly become a usual fact in everyday life.

After graduating, the student thinks that big amount of money can be easily earned in the domain that studied. Unfortunately, things are not that easy, firstly because a big part of them have no idea about the word "work" and, secondly, they don't have the experience required.

The solution for this kind of problems would be practice even during the university studies and the early orientation on the labor market requirement.

In Romania the situation is more complicated since the economy is standstill and not even half of the students manage to work in the studied domain.

The youth population is demanding more money but in return they can't offer a quality work because they only see their rights without paying attention to what they have to do instead.

Youth Employment Labour Market**TOILA IONELA - Economics – Student (3rd year)**

Young people represent that part of population that is bearing in it the spark of renewal, change and becoming. Our country needs to capitalize with more attention the national potential. Permanent loss of human capital, especially of young people, tends to affect the national economy, the demand for goods and services, the demographic structure of population and it emphasizes structural deficits on labour force. It is necessary to encourage the young population to engage in volunteering projects. This will help them gain experience, courage and important skills for active life. This will develop their citizenship and will shape the next basic citizens of Europe.



STUDENTS' VIEW**Labour Market – Comparison****SOARE MADALINA - Economics – Student (3rd year)**

There are two types of motivations when choosing a job: the need for money and the accumulation of experience combined with the eagerness to confirm.

The ones that choose the job only for making a living, find themselves in a situation of stagnation in comparison with their peers that work without facing struggles. The first ones use the money gained on basic needs and focus on making a decent living lifestyle, whilst the latter ones can focus on gathering experience, can be more focused on advancements, both in their personal and professional life.

There are downsides and advantages to both types of students presented above. It all resumes to the individual. Also, the educational background has a high weight on the choices and the situations that one is given or making.

Youth Employment Labour Market**STOICA LACRAMIOARA VIOLETA - Economics – Student (3rd year)**

How do we choose what is good for us, young people? We want our people to be smart, to have experience at many areas, but to pay as little as we can for all these services. This is why many decided to leave this country for a better life, to go to countries where you can have the same job, but paid with a lot of money; or many decided to stay, but they have to take it step by step, even if they have graduated they have to work for little money. I think the companies have the real power. If they started taking young people with no experience to teach, they can save this country.

The main specific objectives are:

- Correlation between work experience and sessions of professional guidance and counselling;
- Correlation between own opinion about labour market and work experience.

**Integrating the Young People into the Labor Market****RUS VICAR FLORICA - Economics – Student (3rd year)**

In general, the youth are more affected by the economic changes, globalization, the labour market demand, the difficult transition from school to work, which decrease the opportunities and the chances of young people to get employment.

The unemployment in Romania tends to follow the European average.

In 2008, the unemployment registered a lower rate of 4,3% in the UE and 5,9% in Romania.

From 2009 until 2013 the unemployment rate increased, reaching 3,7% in the UE and 9,5% in Romania.

From 2014 the unemployment rate began falling as a result of policy adopted and because the economy started to grow again. The labour market shows signs of improvement, but still Romania finds it difficult to integrate young people into the labour market.

**Finding a Job - the Biggest Issue Facing Young People****COVASA (LOPATIC) GIANINA LAVINIA - Economics – Student (3rd year)***Leader of the Lab of Simulated Enterprises*

Although young people possess the key to dynamism and to the prosperity of tomorrow's Europe, it's ever more difficult for them to find a job that would suit their interests and their education.

Unemployment among the young has a deep impact on people as well as on society and on the economy. If the current trends are not rapidly inverted, the current levels of unemployment among young people risks deteriorating their long-term employment perspectives, with serious implications on economic growth and on future social cohesion. Within the larger framework of the European Strategy for economic growth and the creation of jobs, helping young people to enter and to remain in the labor market, as well as to acquire and to develop the competences that will allow them to have access to a job represents, therefore, an absolute priority for the European Union. In spite of new jobs being created, young people are underprivileged. The supply of labor force in the market is large and it includes the category of adults who have experience and who, therefore, have more chances of getting a job. Besides experience, the young unemployed people are also disadvantaged, as compared to other age categories, by the fact that, on average, they have a lower education level. Half of the unemployed people aged 15 to 24 abandoned the education system after middle school and high school. The weight of unemployed people aged 25 to 34 who have a higher education level (secondary vocational studies, specialty secondary studies or higher studies) is of 54%, i.e. much higher than the other age categories. Mostly, the employment rate among young people in the labor market depends on their education level: the more educated the person is, the easier he/she can find a job. Consequently, the educational system contributes to a consistent extent to the formation of the abilities required to enter the labor market. In this case, what is the explanation of the fact that ever fewer young people choose to continue their studies, given that the level of education is relevant when it comes to employment. The young people represent both a huge unexploited resource, that Europe cannot afford to squander, and a social crisis to which Europe must put an end.



THE WELDERS - ALWAYS REQUESTED FOR THE EUROPEAN LABOR MARKET

Occupation and qualification of the welding specialist cannot be considered separately from their context by ignoring the trends of technological development, transfer of professional experience and know-how, development of specialized functional knowledge and competences. Qualifications-based identification of the demand of welding specialists significantly increases the reliability and relevance of this process due to systemic and comprehensive consideration of the needs of labor market and work processes.

At Arad there is a welding school that puts in August 2017 the seventh professional welders' promotion on the labor market, a job sought in most of the domestic industry and beyond. Seriousness, professionalism, but also the sixth place internationally awarded in Bratislava in the "European Enterprise Promotion Awards 2016", the "Entrepreneurship Responsible and Global" section organized by the European Union, as well as the apropos 70 welders who promote the courses at one of the most modern Welding Schools in Arad, which operates under the aegis of the Arad Branch of the Romanian Employers Confederation, attracts more and more students, either young people who want a job or mature people who want a new qualified, well paid, both in the country and abroad, more those who want a job find it even before the courses are finished.



Prof. Ph.D. Doina MORTOIU, (Romania)
Aurel Vlaicu University, Arad,

The state of the ROMANIAN LABOR MARKET, 10 YEARS after joining the EU

The period spent by Romania in the 10 years of EU marked the Romanian labor market with many characteristic elements. Parallel to a large migration of qualified labor from Romania to European countries with a more developed economy, the statistics (KeysFin) show that labor force needs have doubled. (Eg from 38,625 in 2009 to 59,753 in 2016). The labor market in Timisoara, the third pole of economic growth (after Bucharest and Cluj-Napoca), shows a great demand for specialists. According to the National Prognosis Commission, it is estimated that the labor market will not grow significantly in the future and the average number of employees will increase to 5.6 million by 2020 compared to 4.95 million in 2017. Of these, 4.6 million will be in the private sector, the rest of the state. The outlook for wage developments by 2020 predicts net average wage growth of slightly over 130 euros (590 lei) from 2274 lei in 2017 to 2864 lei in 2020. The best will be gained in the next three years in Bucharest-Ilfov, where the average net salary was to reach 380 euros in 3 years (3969 lei), and the lowest in Oltenia, approx. 542 euro (2442 lei). In these circumstances, it is necessary to continuously promote and implement the most effective innovative measures on the youth insertion and mobility on the labor market at European level.

Prof. Univ. Ph.D. Dumitru MNERIE, Romania
Asociația AIEIS – Clusterul Mediu și Energii Reg WESTTIM

Edifices Asociația pentru Integrare Europeană
"IOAN SLAVICI" and Fundația "IOAN SLAVICI" are proud of:

Newspaper made
within the
co-funded
European project
Jean Monnet

BOARD:

www.islavici.ro, E-mail: secretariat@islavici.ro

- President of *Asociația pentru Integrare Europeană "IOAN SLAVICI"* - Timișoara: **Prof. Ph.D. Titus SLAVICI**
- Chief-editor: **Assoc. Prof. Ph.D. Christina BARBU**
- Board: **Emerit Prof. Ph.D. Grigore SILASI** (Romania), **Prof. Ph.D. Dumitru MNERIE** (Romania), **Jelena PRTLJAGA** (Serbia), **Prof. Ph.D. Adriana BÎRCĂ** (Republica Moldova), **Paolo MAGAGNOTTI** (Italy), **Maricela DINA** (Romania, representative of students)
- Desktop publishing: **Gabriela - Victoria MNERIE**
- Photo: **Christina BARBU**

The **MAGIC PENTAGON**