

HUMAN RESOURCES AND SUSTAINABLE DEVELOPMENT

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Education is essential for sustainable development. Solutions to environmental, social and economic cannot be identified only by well-trained individuals who have the necessary interdisciplinary knowledge. The purpose of this article is to provide an analysis of the importance of education level in identifying viable solutions and an overview of the characteristics of human resources for sustainable development. The need to make decisions impacting the economic progress of sustainable development requires a measure of development of education and training.

Key words: *Human Resources; sustainable development, education*

JEL Code: I25, J11, Q01

1. INTRODUCTION

In 2009, the European Union has established a strategic framework for European cooperation in education and training for the period until 2020 ("ET 2020"). The main goal is to support further development of education and training in the member states, so that they can ensure the personal, social and professional fulfillment of all citizens. Also, there are taken into account, the sustainable economic prosperity, the employability, the promotion of democratic values, the social cohesion, the creativity and innovation, the active citizenship and the intercultural dialogue.

In 2012, the EU Council and the European Commission set out measures in order to mobilize the "ET 2020" process in the support of the Europe 2020 Strategy for economic growth and jobs, and they have identified a number of priority areas for European cooperation in education and training, for 2012-2014.

In recent years, there has been more and more evidence that the competencies offer does not meet the needs of the labor market. A proof of this is the existence within Europe of over two million vacancies.

From this lies the need to establish future growth and competitiveness, under conditions of limited public finance, through more efficient investments in education and training, as well as in the field of undeniable social and economic benefits of these types of investments.

The Council of the European Union, has agreed, through the conclusions regarding the contribution of education and training to recovery, economic growth and the creation of more jobs, that the education and professional training sector, inclusive at a ministerial level, should play a more important role, both in defining approaches and common goals related to education and training, and in implementing aspects related to education and professional training of the European semester of the Europe 2020 strategy, as well.

The Council of the European Union considers that member states should give a central role to education and professional training. The educational and professional training system can

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be the major factor of economic growth and competitiveness in the Annual Growth Survey 2013, taking into account the essential role of investments in human capital, in relation to its approach to prevent unemployment, and to prepare an economic recovery that generates new jobs.

1. SUSTAINABLE DEVELOPMENT

The concept of sustainable development (sustainable) emerged over time within scientific debates conducted internationally gaining importance in the context of globalization.

The concept of sustainable development result of an integrated approach to policy and decision makers, the environment and long-term economic growth are seen as complementary and mutually dependent.

Complex issues of sustainable development have been discussed at the highest level, the World Conference on Environment and Development in Rio de Janeiro (1992), the UN General Assembly Special Session (2000) Summit on Sustainable Development in Johannesburg (2002).

Sustainable development has become a political objective of the European Union since 1997, through its inclusion in the Maastricht Treaty. In 2001, the Gothenburg European Council adopted the Sustainable Development Strategy of the European Union, which has been added an external dimension in Barcelona in 2002.

Brundtland report was the basis of international documents recognized the importance of the local and regional levels to promote sustainable development.

In June 1992 at the Earth Summit in Rio de Janeiro, negotiations and discussions between heads of state had as starting point Brundtland Report. The resolution adopted at the summit called Agenda 21-1 policy document containing basic principles should guide the world states about the type of economic development in this century.

In recent years, evidence has emerged increasingly numerous skills that offer does not meet the needs of the labour market. A proof of this is the existence within Europe over two million jobs.

Here lies the need to establish future growth and competitiveness under conditions of limited public finance through more efficient investment in education and training, as well as the social and economic benefits of this type of investment.

European Union Council conclusions on the contribution of education and training in recovery from economic growth and create jobs, agreed that education and training sector, including at ministerial level should play a more important role both approaches and define common goals related to education and training, as well as the implementation of aspects of education and training in Europe 2020 European Semester.

European Union Council considers that Member States should pay a central role of education and training. The education and training can be a major driver of economic growth and competitiveness in the Annual Growth Survey 2013, taking into account the crucial role of human capital investment on the unemployment approach to prevent it, and to prepare a recovery economic generators of new jobs.

2. HUMAN RESOURCES

In Romania, after processing the statistical data regarding the level of education of the inhabitants 20-64 years, the information can be synthesized in the Table 1:

Census	TOTAL	superior	Post-secondary	Secondary	Without graduating high-school				
					Total	Out of which:			
						Professional	Gymnasium	Primary	No school
2011	12.575.798 (62,5 % of total Romania population)	18,9	3,5	31,1	46,6	17,8	23,2	4,3	1,3

Table 1: Level of education

From the table it is seen that almost 70% of the population aged between 20 and 64 living in rural areas did not graduate high school. And more than a third of the population lives in rural areas is only 8 grades completed.

Given that a person who has completed compulsory education can not only attend a Level 1 qualification program, it raises the question of skills needs of this group.

But to increase the employment rate for the population aged 20 to 64 years at least 75% must first make an inventory of the educational attainment of the population aged between 20 and 64 years⁴.

An important part of a program of education and training should be conducted in a form as close to the actual working conditions. Hence the need to improve the quality of internships, educational and training content, as well as the work conditions. This would facilitate the transition from education, unemployment or inactivity to the work place.

It is necessary to promote best practice in terms of educational objectives and training to help trainees to acquire practical experience and relevant skills.

Also, another important aspect is the recognition and validation of knowledge, competences and skills acquired during the internship. Their endorsements must be based on an evaluation by a certificate.

Only by promoting partnerships between education and training stakeholders can lead to growth and jobs.

At the national level, involving employers and trade unions are validated occupational standards containing competencies necessary for a person to practice a profession.

The rapid changes occurring in the business world is based on technological innovation, demographic, economic pressures. Thus, companies are required to update and transform business models and strategies. This transformation involves redefining employees' skills.

It is recognized that training at work has an impact on satisfaction and motivation, but also the knowledge, skills and work performance of those forms. Also, training at work has an effect on productivity, profit, investments an organization⁵.

Development efforts are necessary entrepreneurial skills to support entrepreneurs. Developing entrepreneurial skills of employees can contribute to improving levels of employability of young people. Entrepreneurship education is a tool to increase the economic benefits of education.

According to data published by UNESCO - United Nations Educational, Scientific and Cultural Organization⁶ and EUROSTAT in Romania evolution of the population aged 0 to 14 years and 65 years and over, 1985-2011 period, is shown in the table below.

⁴ http://epp.eurostat.ec.europa.eu/portal/page/portal/europe_2020_indicators/headline_indicators

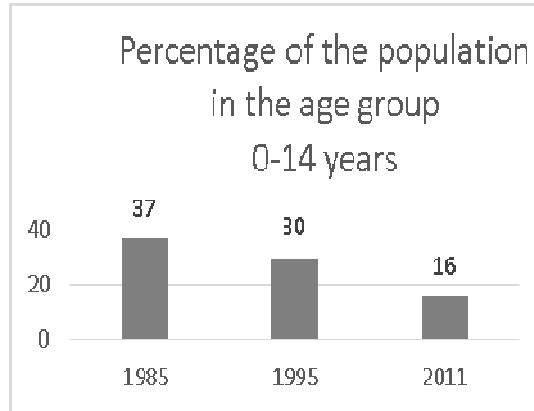
⁵ Park, Yoonhee, Jacobs, Ronald L. (2011). The Influence of Investment in Workplace Learning on Learning Outcomes and Organizational Performance, Human Resource Development Quarterly, 22(4), 440

⁶ World Education Report, Teachers and Teaching in a Changing World

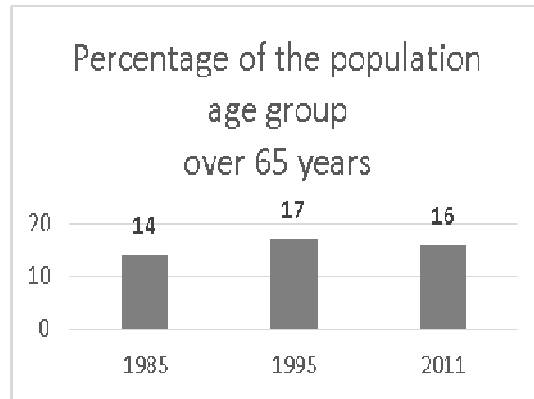
	Age between 0-14 years			Age 65 years and over		
	1985	1995	2011	1985	1995	2011
Percentage of the population	37	30	16	14	17	16

Table 2: Evolution of Romania population

It notes that in 2011 to 1995, over 16 years, the population aged 0-14 years was halved and the population aged 65 and over has remained constant as a percentage of the total population of Romania. Graphically, this is shown in the graph:



Graphs 1: Percentage of the population in the age group 0-14 years



Graphs 2: Percentage of the population age group over 65 years

3. CONCLUSIONS

Sustainable development is increasingly becoming a steady social and economic policy of each country. Thus, there is no economic or ideological boundaries of pollution. If the degree of pollution continues like this, along with the poverty, the globalization of actions to counter this is the only solution. Positioning focus on the human is essential in order to lead to material prosperity, cultural, and physical and mental health.

It is necessary to facilitate long-term investment in the modernization of education and training and skills development. It is desirable that the emphasis should be on efficiency and quality of investment in education and training.

Given that an active life requires 40 years is necessary to equip people from all age groups with improved skills and relevant, especially by enhancing lifelong learning and promoting

equal opportunities regarding access to education and training quality, including those from disadvantaged backgrounds.

Transition from education and training in work should be done more easily by promoting work-based learning systems, by matching and completion of periods of theoretical instruction with practical training and learning at employment.

In education and training for adults seeking to analyse, together with the social partners at EU level, the possibilities of increasing the level and quality of supply to retraining and improving existing skills of the workforce.

There is also the intention to create a European space for skills and qualifications in order to promote greater convergence between different national and instruments at EU level of transparency and recognition so that skills and qualifications can be recognized more easily across borders. This European space for skills and qualifications is intended to be accomplished through the electronic platform: ESCO (European Skills, Competences, Qualifications and Occupations)⁷.

In this context, it is necessary to better understand the demands that exist in the labour market and skills needs and identify ways reformulation of skills to meet these changing needs. International mobility in higher education increases the likelihood of mobility after graduation and can help address the lack of correlation skills and bottlenecks in the European labour market. It requires further development of cooperation between specialists in educational policies and employment policies specialists in labour. The new methods of education and training have a desired effect only if there is collaboration among stakeholders.

The information presented in this article results need to improve skills, especially for those aged between 20 and 64 years who live in rural areas. Thus, these people can acquire and certify a higher level of skill is required to implement a system for the recognition of skills acquired in other contexts than formal. It must be combined with a viable system of transferable credits that allow them recognizing skills acquired outside the education system and then offer them a career path higher than today.

Another solution is to change the conditions of access to a higher level of qualification program, i.e. skill levels 3 and 4, according to the National Qualifications Framework.

To adequately qualified higher education (level 6 of the National Qualifications Framework) would be appropriate capitalization skills acquired in secondary education qualification routes. The high school graduates a profile that will graduate in the same profile could be granted certain skills acquired in school education.

It's necessary to ensure a continuous economic growth, while respecting the essential condition of conserving the natural resources. Thus, nature "has provided food for workforce, labor objects substance, energy for both work and source of product information and technology. Following each production process, nature has charged only wastes material and energy. Much and after drinking the prize was similar; few cases, some of the economic potential type services directed to natural elements to restore damaged ecosystems, to replant the forest turned into furniture to restock rivers with fish, to repair degraded lands. reluctance to have little economic potential for human pleasure or components recognized restoration of various types of theories (the only man, the man and capital, capital and land) determined the primary decision maker in the distribution, the man, to neglect Nature"⁸.

⁷ <https://ec.europa.eu/esco/home>

⁸ Bran, P. (1991). *Economia valorii*, Editura Știința, Chișinău.

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