EDUCATION, TRAINING AND SOCIAL INCLUSION

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Abstract: The core element of the society, the element of great importance for all components of the socio-economic system, is education. Education is that which should give the young the ability to perceive the essence (' what ') you should give them the freedom to live in a world that he created himself. With the development of society, there are a number of undesirable social phenomena. Among these, social inclusion is also included. In the present work, the authors have proposed to present an insight into issues related to social exclusion and its dimensions, the process of social inclusion and education of social inclusion. Identifying the issues relating to education and training: early departure from the system of education and training, participation in tertiary education, participation in learning throughout their lives, we can present a series of measures aimed at reducing these phenomena. All inclusion through education and training should ensure equal access to quality education and equitable treatment, including through the adjustment of supply to individual requirements. At the same time, it should ensure equal opportunities in order to achieve the best results, by tracking to ensure a high level of key competences for all. According to the authors, it is easier and more obvious in terms of social effects, to prevent these phenomena, than to develop and to apply control measures. We often forget about human rights.
Keywords: education, training, social inclusion, education policies

1. INTRODUCTORY NOTIONS

The core element of the society, the element of great importance for all components of the socio-economic system is education. Education, according to Nelson Mandela's statement is the most powerful weapon which one can use to change a world. This is an interdependent relationship between society and education since each of the two exercises a decisive influence over the other, so neither can exist without the other.

Education is what should give a young man the ability to perceive the essential ("what is"), it should confer he freedom to live in a world that he creates for himself. But, since increasing poverty, environmental crisis, the outbreak of increasingly more wars are realities of contemporary society, it means that education, as it is perceived today, has failed.

Before talking of social inclusion, we must also talk about social exclusion. This, as described in the present legislation, is defined by peripheral social position of isolation of individuals or groups with limited access to economic, political, educational and communicational resources of the community; it is manifested by the absence of minimum social conditions of life. Social marginalization can be equated with social exclusion. Its dimensions are:

– Economic exclusion – poverty and inequality (including indicators of social transfers);

– Exclusion from the labour market - exclusion of persons employed, exclusion from employment, subjective indicators;

– Exclusion from housing and living conditions - utilities, overcrowding, housing security, access to housing and cost of living, endowment with long-term assets;

– Exclusion from education - participation in education and education degrees, intergenerational constancy of the educational model, distance from schools;

– Exclusion from health - access to health services, mortality and morbidity, healthy lifestyle;

– Personal and public safety - the incidence of criminality (administrative and survey sources), the perception of security in the community;

– Social segregation - lack of participation or low participation in social networks).

The process of social inclusion comprises the measures and multidimensional actions in areas of social protection, employment, housing, education, health, information, communication, mobility, security, justice and culture, to combat social exclusion and ensure active participation of people in all

economic, social, cultural and political aspects of society (according to Art. 6 of the Law on social assistance).

As a member state of the European Union, Romania actively contributes to the accomplishment of the *Strategic Framework for European Cooperation in education and training - ET 2020*. The objectives of Romania in education and lifelong learning for 2020 are: reducing the rate of early abandonment of school at a level below 11,3% (EU target is 10,0%), achieving a rate of at least 26,7% of young people aged 30-34 years who have a tertiary or equivalent education level (EU target: 40%); promoting lifelong learning and increasing participation in continuing training of the population to 10% (EU target: 15%).

Europe has proposed these targets because inequalities still persist in education systems within the European Union. Across the EU, students from socio-economically disadvantaged backgrounds achieve poorer results in school than their peers. Children of immigrants, people with disabilities and Roma children are among the most vulnerable and affected groups. At the same time, there are big differences between countries regarding the influence of family background on educational outcomes. Policies in education and training should enable all citizens to benefit from quality education and acquire lifelong knowledge, skills and competences required to find employment, social inclusion, active citizenship and personal development [1].

Social inclusion through education and training should ensure equal access to quality education and equal treatment, including by adapting the offer to individual requirements. At the same time, it should provide equal opportunities to achieve the best outcomes, by seeking to provide the highest level of key competences for all.

2. THE ISSUE OF ROMANIA ON EDUCATION AND TRAINING IN THE SOCIAL INCLUSION PROCESS

Socio-economic analysis of education and training highlighted three categories of problems:

- Early dropping out of education and training;
- Participation in tertiary education;
- Participation in lifelong learning.

A separate issue is the social inclusion of people with disabilities, an issue that benefits, as is natural, of its own strategy.

2.1. Early dropping out of education and training

Disparities by residence (at the expense of rural areas) but also the regional ones of this indicator remain a major challenge for future courses of action to achieve the target set up until 2020. The main vulnerable categories remain children and youth who come from socio-economically disadvantaged families, those belonging to the Roma minority and those with special education requirements. With increased enrolment rates in preschool education in recent years, currently there is a tendency to shift the risk of leaving education from primary to lower secondary and upper secondary (high school or vocational). To this we can associate several causes determined by the current socio-economic context, such as [2]:

- Lack of flexible training alternatives for young people with low educational level to facilitate achieving minimum qualifications;
- Lack of a uniform system of education data collection and analysis, and specific information on children and young people in such a risk, including lack of systematic analysis practices, monitoring and evaluation of the impact of the programs implemented;
- Limited access of young people at risk of dropping out of school to school counselling and career opportunities and the validation of competences acquired in informal and non-formal contexts;
- Limited methodological support for teachers involved in *Second-Chance* programs;
- The large share of rural population in total population in the age group 18-24; this makes that, for cultural reasons, (e.g. continued economic family tradition) or social (e.g. large families), there is a certain tendency to maintain outside school completion a large number of people in the mentioned age group;

- Underdeveloped services in the area of education;
- Significant share of the underground economy in GDP can lead to early and relatively strong numerically attraction of persons in the age group 18-24 in paid economic activities, which could make the effort completing schooling unattractive.
- Maintaining a large number of adults who have established families in economic activities abroad, which makes some of the children left behind in the country not receiving appropriate guidance for completing schooling.

Initiatives and measures to tackle this phenomenon are minor. We are far enough to reach the targets assumed by the Education and Training Strategy and the Europe 2020 target to reduce by 2020 the proportion of people aged between 18 and 24 who dropped prematurely from education and training to a level below 10%, it becomes very crucial.

Prevention and early intervention are key elements to solving the problem; however, Member States give too little attention to prevention. Although important, partial compensatory measures, such as adult education, are insufficient to address the root causes of the problem. Efforts should focus more on preventive measures and early intervention measures in the contexts of pedagogical education, continuing professional development and early quality education and care [3].

2.2. Graduation of tertiary education or equivalent

To emerge stronger from the crisis, Europe needs to generate economic growth based on knowledge and innovation. Tertiary or equivalent education can be a powerful driving force in this respect. It forms a highly skilled workforce that Europe needs to make progress in research and development and equips people with the skills and qualifications they need in a knowledge-based economy. Europe 2020 Strategy has set its sights on growth, by 2020, of up to 40% of the percentage of people aged between 30 and 34 years who hold a tertiary education diploma or equivalent qualifications. In 2010, 33,6% of those included in this age group had tertiary education diploma or equivalent. Graduation rates, national targets and levels of ambition vary considerably from one country to another [4].

For Romania, this situation is very worrying. This situation is determined by [5]:

- The small number of people with higher education for the age group 30-34 years, which places Romania on the penultimate position among the countries of the EU;
- Extremely low participation of non-traditional students;
- Regional disparities and by residence (at the expense of rural areas);
- The small number of students pursuing a career in scientific research;
- Low attractiveness of Romanian universities for foreign students, primarily due to the small number of study programs organized in a language other than Romanian;
- Lack of flexible academic programs that are linked to labour market requirements, and reduced development of partnerships with business and research environments;
- Underperforming university management and a low degree of decision making data / knowledge usage.

Thanks to the cases presented, Romania is one of the EU countries that generates increasingly more people who choose to follow a program of a university in another EU country, resulting in a pronounced phenomenon of “brain drain”.

2.3. Participation in lifelong learning

For most Europeans, lifelong learning is not a reality. While participation in education and training in early childhood has increased, recent data on adults aged between 25 and 64 years who participate in lifelong learning show a slight downward trend. The current level of around 10%, is well below the reference value of 15% established in ET 2020, to be achieved by 2020. Along with Bulgaria (1,2%), Romania is on the last places among the EU countries for this indicator. In these circumstances, Romania is still far from the EU target for 2020 projected to account for 15%. The conceptualization, design and implementation at national level of a coherent and comprehensive

ongoing training and development of personality can be a practical response to the challenges of the new millennium, giving up the idea of acquiring a culture and knowledge that will prove to be useful throughout the life. People should know that there are opportunities for lifelong learning and they should always be encouraged to purchase other tools for work, new skills and competencies through which to develop the ability to learn throughout life. But, it was found that the gap between the levels of development of societies / nations is generated and maintained by the very inadequate and inefficient learning.

A survey conducted [6] in 2011 on a national sample conducted by the Observatory for the Development of Lifelong Learning on employee participation in CVT identifies a number of conclusions about the disparities in participation in continuing education in Romania. Therefore, the lowest share of participation in training were registered in people with low education and professional qualification, for those working in small companies with fewer than 10 employees and those aged over 40 years. Moreover, the investigation also highlights discrepancies by residence and sex. Participation rates in training are lower in rural areas than in urban areas and higher in women compared with males. Moreover, a number of barriers to participation in lifelong learning were identified: limited financial incentives for the individual, but also for the employer, limited information of population on training offers, lack of flexibility of existing training offers, limited access to the system of recognition and validation of training acquired in informal and non-formal contexts.

2.4 Social inclusion of people with disabilities

In Romania, a number of 700.736 people - that is a percentage of 3,71 of the total population - are registered as beneficiaries of special social protection system, i.e. national policy of equal opportunities, prevention and treatment of disability, in view of effective participation of persons with disabilities in community life while respecting the rights and duties of parents and guardians, a national policy of equal opportunities, prevention and treatment of disability, the effective participation of persons with disabilities in community life respecting the rights and duties of parents and guardians" according to art.50 of the Romanian Constitution, republished in 2003. The National Strategy on Social Inclusion of Persons with Disabilities 2014-2020 was drafted – *"Social policies – from "rehabilitation" of the individual to society reform"* is part of the broader context of sustainable development of Romania and follows the presentation format of the *European strategy for people with disabilities 2010 - 2020 "A renewed commitment to a barrier-free Europe"* – namely the organization on eight thematic areas - and takes the main requirements contained in the documents in the field of the United Nations and the European Union, thus confirming the assumption by the Romanian state of its obligations as a member of these organizations [7].

3. CONCLUSIONS

The core element of the society, the element of great importance for all components of the socio-economic system, is education. Education is what should give a young man the ability to perceive the essential ("what is"), it should confer he freedom to live in a world that he creates for himself. But, since increasing poverty, environmental crisis, the outbreak of increasingly more wars are realities of contemporary society, it means that education, as it is perceived today, has failed.

Social inclusion through education and training should ensure equal access to quality education and equal treatment, including by adapting the offer to individual requirements.

The issue of Romania on education and training in the social inclusion process highlighted four categories of problems: early dropping out of education and training; participation in tertiary education; participation in lifelong learning and the social inclusion of people with disabilities.

To improve the situation now we need modernization and infrastructure development of schools, higher education and training institutions, with particular emphasis on rural areas, in accordance with national quality standards; modernization and development of education and training through improved infrastructure and educational resources (including ICT resources, laboratories, workshops, farm practice for agricultural schools) accessible to all and ensuring access to lifelong

learning and flexibility in education and training by creating, managing and developing the national platform for distance learning and the virtual national library.

The issue presented is not likely to through cold water over us. The effects can be softened by an act of wilful ongoing political social and economic policies, endorsed by all political parties so that the proposed measures do not represent only a well formed document, but with visible results to improve the socio-economic situation in Romania.

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EDUCAȚIA, FORMAREA ȘI INCLUZIUNEA SOCIALĂ

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Rezumat: Elementul central al societății, element de mare importanţă pentru toate componentele sistemului socio-economic, este educația.Educația este cea care ar trebui să-i ofere tânărului capacitatea de a percepe esențialul ("ceea ce este"), ar trebui să-i confere libertatea de a trăi într-o lume pe care s-o creeze el însuşi.O dată cu dezvoltarea societății, apar şi o serie de fenomene sociale nedorite. Printre acestea se numără şi excluziune socială. În lucrarea de față, autorii şi-au propus să prezinte o imagine asupra problematicii ce vizează excluziunea socială şi dimensiunile acesteia, procesul de incluziune socială, precum şi educația pentru incluziunea socială.Identificând problemele privind educația şi formarea: părăsirea timpurie a sistemului de educație şi formare profesională, participarea la învățământul terțiar, participarea la învățarea pe parcursul întregii vieți, putem să enunțăm o serie de măsuri în scopul diminuării acestor fenomene. Incluziunea socială prin educație şi formare profesională ar trebui să asigure şanse egale de acces la o educație de calitate, precum şi un tratament echitabil, inclusiv prin adaptarea ofertei la cerințele individuale. În același timp, ar trebui să asigure şanse egale pentru atingerea celor mai bune rezultate, prin urmărirea garantării unui înalt nivel de competențe-cheie pentru toți. În opinia autorilor, este mai uşor şi cu efecte sociale mult mai evidente, să prevenim aceste fenomene, decât să elaborăm şi să aplicăm măsuri de combatere. De multe ori uităm de drepturile omului.