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The evolution of adult training process in Suceava County during 2004-2013, in the tourism field

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Abstract

The issue of education and vocational training has been in the history of human civilization a topical and quite controversial subject in terms of the approaches to which it has been subjected to. The concept of professional training integrates two dimensions: a) initial training - training which takes place before entering the labor market, usually carried out in the national education system; b) continuous training- professional training which takes place after entering the labor market, conducted outside the national education system and which takes place in formal, non-formal or informal learning contexts. At the current stage of the economic development, as well as in the one to come, the human factor is no longer a simple resource, but a strategic one, whose valuation and capitalization involve profound modification of business organization, the increasing investment in human resources being widely recognized. Both, the employment problem and the creation of a highly qualified workforce as economic, social, cultural and political priorities, cannot be solved only through lifelong education and professional training. This paper intends to present the evolution of adults training in Suceava County, during 2004-2013, by analyzing statistical data collected from the Authorizing Commission of Suceava and to customize on the field of Tourism, hotels, restaurants. Our research results show the fact that training and education in tourism is still relatively under-developed in Suceava County, despite the fact that years 2007 and 2008 were the peak of training programs in this domain. However, statistical data show the situation is changing slowly and adult education is gaining ground again after the major economic crisis. Educational and training policies must undergo changes in order to ensure basic education for. Thus, reconsideration of the current systems of professional training, should force training programs providers to give this field the status of a priority objective in the economic and social development.

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1. Introduction

The time elapsed since the Universal Declaration of Human Rights (September 10th, 1948) and until now has marked an evolution in the content and meaning of the concept of lifelong education and professional training, moving the emphasis from quantitative aspects, related to eradication of illiteracy, to the qualitative ones, related to the expansion of the access to education for all persons, regardless of age. The new concept has emerged as a solution to the evolution of the contemporary society to a society and an economy based on knowledge. Access to existing information and knowledge, acquiring new skills, are conditioning the competitiveness and employability, the adaptability and, finally, the economic and social development of the entire society.

The most important dimension of adult education is the professional training, since the dominant component of a person's social status is linked to his job, profession or occupation (Arionesei, Vranciu, Neamțu, & Moroșan, 2013). The labour market, in a constant evolution and processing, requires professional skills increasingly complex, allowing individuals changing their jobs or career advancement. Rapid changes in the economic and informational environment determine organizations to continuously adapt their human resources in order to be able to face future challenges. A flexible and adaptable workforce can be obtained through a continuous process of employee professional formation and training (Bocean, 2008, p. 145).

Authors Orio Gearini and Mircea Malița bring a strong argument in favour of adult education and training: the fact that any element of knowledge is a perishable product; it undergoes similar laws to the physics applicable on radioactive substances: the principle of radioactive atoms period. Education operates on a similar principle. It transfers knowledge to people, knowledge that is assumed to be relevant for the rest of their lives (Gearini & Malița, 2005).

European employment strategy sets out the objectives of adults training which relate to: employability (skills development support allowing access to employment), entrepreneurship (stimulation for the development of their own business), adaptability (gaining flexibility in order to develop new ways of working), equality regarding access to employment and equal treatment at work between men and women.

It outlines thus different courses of actions in adult professional training:

- Training for qualification, requalification or specialization, especially for the unemployed and the persons undergoing layoff;
- Further training for those pursuing career advancement, professional development and staying current in the field;
- Preparing adults for training and adopting an open attitude towards change.

Professional training represents any procedure through which a person acquires a qualification attested by a certificate or a diploma, issued according to the law. Professional training of employees shall be organized for occupations, trades, specialties and professions covered in Classification of Occupations in Romania - COR, based on occupational standards and classifications developed by sectorial committees (Paloș, Sava, & Ungureanu, 2007).

In Romania, adult education and training are regulated by Government Ordinance no. 129/2000, on adult professional training, which was approved by Law No. 375/2002 and Law no. 167/2013, amending and supplementing Government Ordinance no. 129/2000 on adults training. According to these legal documents, adults' professional training includes education and initial and continuing training, carried out through different ways of specific national education systems.

Initial training refers to training programs included in compulsory education and those followed by graduates, immediately after its completion, ensuring the acquisition of professional qualifications (Romanian National Authority for Qualifications ANC, 2014).

Continuous training is the procedure by which a person, who already has a skill or a profession, acquires new cognitive and functional competences/ skills (Rusu, 2012).

Adult professional training is organized in distinct levels of training, professions, occupations, trades and specialties (Cămășoiu, 2006), taking into account the employers' needs, adults' basic skills, the requirements of the positions they occupy and their ability to promote or of the jobs, as well as the labour market needs and adults' aspirations. In Romania, the adults' professional training may take the following forms:

- a) courses organized by professional training providers;
- b) courses organized by employers within their own units;
- c) internship and specializations inside the country or abroad;

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