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*ASIGURAREA VIABILITĂȚII ECONOMICO-MANAGERIALE PENTRU DEZVOLTAREA DURABILĂ A ECONOMIEI
REGIONALE ÎN CONDIȚIILE INTEGRĂRII ÎN UE*
LABOR MARKET – THE ISSUE OF EDUCATION GREGORIAN EXPERIENCE

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Abstract: *General education programs tend to orient their graduates towards further education and so they more likely to continue studying, with lower participation in the labor market, and particularly in the younger age groups. In contrast, VET (Vocational Education Training) graduates are more likely to participate in the labor market (whether employed or unemployed) [1]. Some countries make a sharp distinction between the role of the public sector as education financier and that of the private sector as education provider.*

Keywords: *Public Sector, Private Schools, Industrialized Countries, Formal Qualification, Developed Countries.*

Some countries make a sharp distinction between the role of the public sector as education financier and that of the private sector as education provider. For instance, in the Netherlands, all education is publicly financed, including private schools, which enroll more than two-thirds of all students. In other countries, the private sector plays an important role in providing education, but the government only subsidizes some of the students who attend private schools (for example, Chile). Several African countries have different types of nonpublic schools, including government-subsidized independent schools (for example, the Gambia), partially subsidized mission or religious schools (for example, Lesotho), and at least partially subsidized community-organized schools (for example, Kenya). Elsewhere, some countries have public schools that are supported financially by the private sector (for example, Pakistan). Overall, the private sector's participation at the primary school level has grown more than its participation at the secondary level, but there is significant variation across countries. While overall private participation is typically higher at the secondary level, private participation at all levels continues to grow [1].

The governments of many developed countries have found a range of different ways to leverage the capacity and expertise of the private sector to provide education. In a subset of OECD (Organization for Economic Co-operation and Development) countries, more than one-fifth of public expenditure is transferred to private institutions, either directly or by subsidizing households to pay for the school of their choice. Moreover, on average, OECD countries spend 12 percent of their education budgets in education institutions that are privately managed. These governments have financed a wide variety of schools on a per pupil basis to meet demand for different kinds of schooling. In the United States, the number of private companies providing supplemental academic services (academic tutoring) increased by 90 percent in just one year, between 2003 and 2004. This sharp increase was partly driven by the 45 percent increase in federal funds allocated to supplemental education between 2001 and 2005 [1].

Each year Germany and other developed economies spend tens of billions of Euros on active measures of employment promotion with the explicit aim to contribute to the reduction of unemployment. High unemployment has universally been a persistent problem throughout the last two decades, increasing the question as to the actual effect of the measures of employment promotion. Unfortunately, most of the scarce information which is available on the effects of the intervention on the average unemployed employee receiving treatment takes center step in the economic and econometric work on the subject. The obvious reasons for this focus data availability the clarity of the counterfactual option posed, and the conviction that any successful measure should first and foremost look for those targeted by the program [2].

In several developing countries, governments subsidize private schools, mostly operated by faith-based nonprofit organizations, by financing either school inputs, such as teacher salaries and textbooks, or per pupil grants. Although schools managed by faith-based organizations and local communities are often not considered to be strictly private, in this book the term "private" encompasses the whole range of nongovernment providers of education services. Across the world, enrollment in private primary schools grew by 58 percent between 1991 and 2004, while enrollment in public primary schools grew by only 10 percent. Globally, there are approximately 113 million students in nongovernment schools; 51 million are at the secondary level [1].

First, employment growth in Ireland and England over the 1980s and 1990s has been primarily concentrated in higher professional, managerial and associate professional occupations and in service employment (Sexton et al., 1998; Wilson, 2000). Formal qualifications are becoming increasingly important for a growing proportion of non manual occupations. In France as well, as labor markets have tightened, the jobs which have disappeared are the unskilled entry-level jobs (Bagnall, 2000). Second, while young people are now remaining in education in much greater numbers than in the past, they are still deeply attached to the idea of getting a job (Canny, 2001) [3].

Growing enrolments as well as labor market problems in many industrialized countries fuel the debate on the relationship between higher education and work. In spite of controversial assessments of graduate employment and work, most experts tend to agree that a growing diversification of the educational system is an appropriate response (Teichler, 1999). This paper addresses the issue of diversification through analysis of field of study and level of study [3].

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Countries differ substantially not only in the level, but also in the organization of schooling and educational structures. Several authors emphasize the importance of professional education in developing job-related skills to help employment in specific occupations. Others emphasize the importance of basic knowledge (mathematics, communication, literature, etc.) through general education programs, under the assumption that specific skills may become obsolete quickly and that employability is maximized by strengthening the foundations of basic knowledge [4].

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