

THE EDUCATIONAL ENVIRONMENT: FACTORS THAT CAN LEAD TO THE EMERGENCE OF IMBALANCES

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Abstract

Education is an important tool for the transfer of knowledge, relationships, social experiences, and technology from generation to generation that determines the perspective in which nations will exist in the near future. This article aims to identify the factors that can lead to the emergence of imbalances in the educational environment in Romania. In the past 12 years, the educational environment went through changes that had an impact on the entire system. The highest impact of changes had a direct effect on the educational institutions that had to keep up and identify new appropriate ways to ensure the institutions success, through the fulfillment of objectives and compliance with the assumed mission. The change process is determined by numerous factors such as: the evolution of science and technologies, adaptability to professional requirements, constantly changing social, economic, informational requirements, changes in the demographic structure, the multiplication of professions, the democratization of life, and fierce competition. Analysing the literature and the reality of the educational system we have identified the following factors: changes in the leadership of the educational ministry, legislative changes, lack of funding, the curriculum is not adapted to current needs, human resources, and COVID-19 pandemic.

Keywords: educational environment, Ministry of education, legislation, educational funding, curriculum, human resources, COVID-19

1. Brief introduction about the educational environment in Romania

Ecaterina Andronescu, one of the previous education ministries that Romania had describes education as being “the most important chapter in the life of every person, a true social bond, and in general, for the future education it’s mandatory to contain and imply values. Education brings together parents, communities, and from

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this perspective is essential to build trust in our schools. Trust is the foundation of a school that will last and it's built for a modern society.” (Educational Ministry, Ministerul Educației Naționale, 2019). From reasonings, ideas, pleas, opinions, experiences, conceptions, suggestions, and expectations, education becomes a dynamic, cumulative, extensive, and complex process that continues throughout life. In recent decades, education is involved and contributed to global transformation, social life, and maintaining continuity between generations. This allows for the formation of balanced, flexible, and receptive individuals to any change. A change is seen through the lens of the ability to easily adapt to unforeseen situations, but also a creative reconfiguration of human intelligence for adaptation, readjustment, and development, capitalizing on current educational paradigms.

Thus, the educational environment, in all its forms of manifestation and the contexts that generate it, becomes effective through the means and methods of transmitting its specificity, at the level of each individual of the respective community and has a big impact on the culture, institutions, economy, technology, politics, and social life (Gurr, 2023). The educational environment has a strategic role in the process of creating a balance in society and in the personal life of professors and students (Arpentieva, et al., 2019). It's important to take into consideration the main factors that will help the students to maximize the results. In the article “ABC of learning and teaching educational environment” the author Linda Hutchinson identified the factors that contribute to the maximizing of the educational environment. The first factor is the classroom, tutorials, seminars, and lectures; through this factor, we have to ensure that the students feel comfortable, are encouraged to involve in activities and that their needs are satisfied. The second factor is the clinical settings and it's related to the dual role that the professors and the clinician have. They have to be careful since the students are watching and will observe the hidden messages. In order to build the clinical setting the professor needs to take into consideration that they have the consent of families for students to be present, that everyone understands why they are there and what they should do, everyone has space to carry on their activity, the time is enough for teaching and the students are made to feel useful. The last factor is related to the course and the curriculum design that needs to offer a support system for the students with informal activities to build a collective identity (Hutchinson, 2003).

As a fundamental component of education, the education system is defined as the set of institutions/organizations (economic, political, cultural) and human communities (family, people, nation; professional groups, ethnic groups; village, city, neighborhood, community, etc.) from society that, directly or indirectly, explicitly or implicitly, performs certain pedagogical functions and roles, which ensure the activation and influence of the formation-development process of the human personality (Cristea, 1998).

In Romania, Article 2 of the Education Law - Law 1/ 2011, defines the educational ideal school that “consists in the free, integral and harmonious

development of human individuality, in the formation of the autonomous personality and in assuming a system of values that are necessary for personal fulfillment and development, for the development of the entrepreneurial spirit, for active citizen participation in society, for social inclusion and employment on the labor market” (Romanian Parliament, 2011).

A safe and sustainable future for the whole society depends to a large extent on how the current education system is developed, which is why it must provide knowledge, science, and innovation permanently (Erdoğan, 2022). As a social institution, education is under the influence of trends, reasonings, ideas, pleas, opinions, and expectations generated by society in permanent change, being intensely influenced by political, economic, and social factors (Wolhuter, Nel, Želvys, & Alisauskiene, 2019). Adaptability to professional requirements it’s mandatory for people in general regardless of the domain where they activate. During an interview, the ex-ministry of education, Ecaterina Andronescu, said that the educational environment prepares tomorrow’s employees that will be capable of working in domains that have to be discovered in the future. For that to happen we can say that the educational environment has to be “upgraded” and the human resource need new skills required by labor markets.

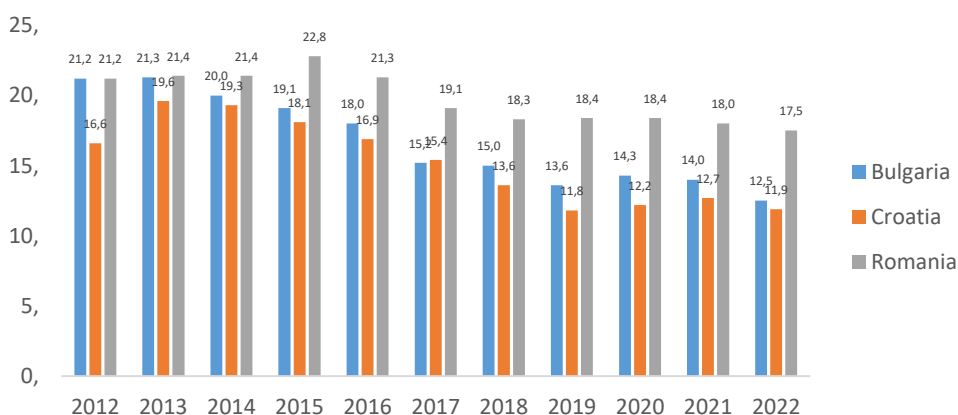
The evolution of science and technology has had a great impact on every aspect of our life and education needs to keep up with evolution. In the article entitled “Science and Technology in Education - Current Challenges and Possible Solutions” the author Svein Sjøberg affirmed that everybody will benefit from a “base knowledge about key ideas in science and basic principles in technology” (Sjøberg, 2002). Since 2001 science and technology have advanced considerably and now we rely on them in all areas of our life. In the 2023 *Global Education Monitoring Report, Technology and Education*, Mary Burns has concluded that “technology has expanded access to information and education, reallocated educational inputs, automated educational processes, delivered learning to refugee students, out-of-school youth, and teachers”. Technology became an integrated part of education but the benefits are not distributed evenly generating different points of view on how effective it is (Burns, 2023).

Everyone would agree that education is important and that it needs to be connected with the evolution that happens around us and that challenges us daily to experience new technologies, subjects, and situations. We believe it’s important to be aware of the good parts of our educational environment but to not forget about the bad parts to be able to fix them.

2. Main factors that can lead to the emergence of educational imbalances

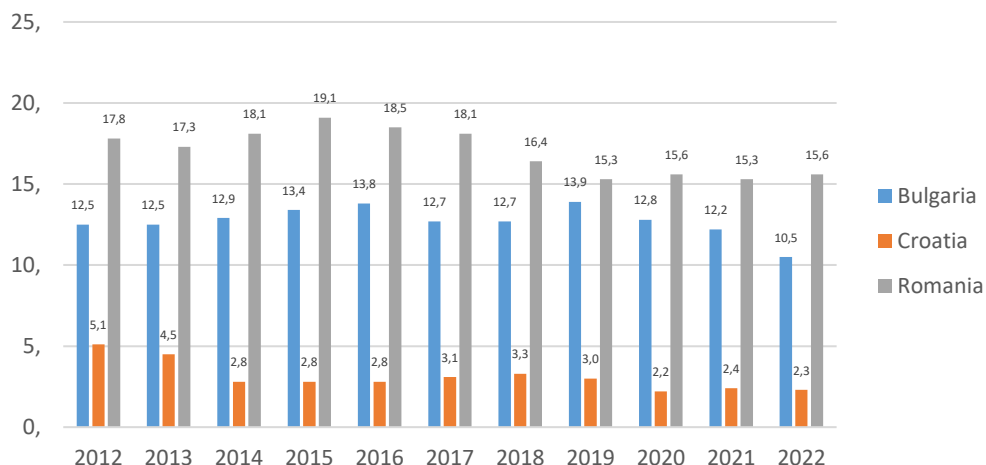
As a post-communist country, education in Romania has developed differently and still works to change some of the pedagogical methods and approaches of that period. In the book “25 Years of Transition Post-Communist Europe and the IMF” the authors present the European post-communist countries for each region of Europe. Romania is part of Southeast Europe together with Bulgaria and Croatia (International Monetary Fund, 2014). In order to understand Romania’s position in the European context we will compare a few relevant indicators available on the Eurostat site with the other 2 post-communist countries from the same European region.

Figure 1. Young people neither in employment nor in education and training (15-24 years) - % of the total population in the same age group



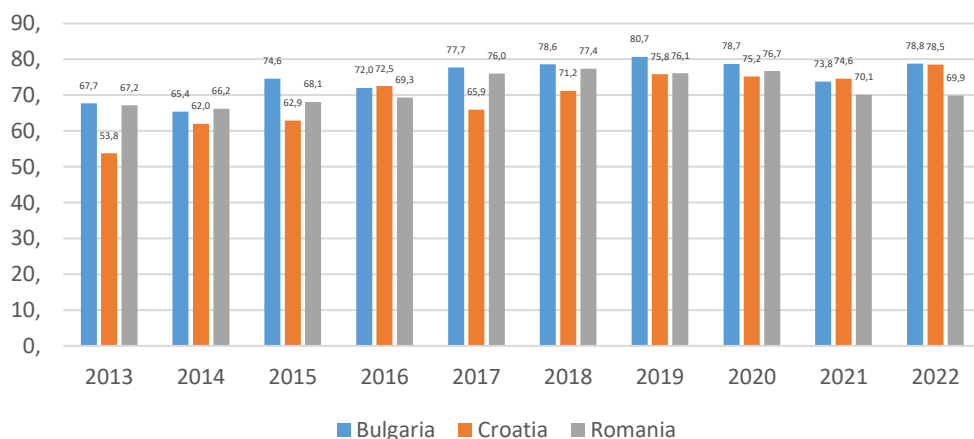
Source: authors’ representation based on Eurostat data (LFSI_NEET_A LFSI)

According to Eurostat the indicator “Young people neither in employment nor in education and training (15-24 years) - % of the total population in the same age group” provides information on young people ages between 15 and 24 years that are not employed and have not received any education or training (four weeks preceding the survey) (Eurostat, 2023). Of the 3 post-communist countries Romania had the highest percentage of people that were unemployed in the past 10 years. We can see that the indicator has a downward trend for all 3 countries and that Bulgaria has the biggest drop in the 10 years period that is presented in the figure.

Figure 2. Early leavers from education and training

Source: authors' representation based on Eurostat data (EDAT_LFSE_16)

The Eurostat indicator “Early leavers from education and training” measures the share of the population with age between 18 and 24 with most lower secondary education who were not involved in any education or training (during the four weeks preceding the survey) (Eurostat, 2023). Romania has the higher percentage of early leavers from education and training but has the same drop of around 2% in this indicator in the last 10 years. So the measures took by all the 3 post-communist countries have almost the same results.

Figure 3. Employment rates of recent graduates

Source: authors' representation based on Eurostat data (EDAT_LFSE_24)

According to Eurostat the indicator ‘employment rates of recent graduates’ presents the employment rates of persons aged between 20 and 34 that are being employed according to the, have attained at least upper secondary education and haven’t received any education or training (four weeks preceding the survey and four, having successfully completed their highest educational attainment 1, 2 or 3 years before the survey) (Eurostat, 2023). The evolution of this indicator registers increases and decreases during the past 9 years. The highest percentage of the employment rate was owned by Bulgaria in 2019 (80.7%). Between 2019 and 2021 all 3 countries had a drop in this indicator until 2022 when Bulgaria and Croatia succeed to increase to 78.8% and 78,5%.

The 3 main indicators presented above show a close evolution of the educational situation in all 3 post-communist countries with differences in the values but with almost the same fluctuation. The factors that affect the evolution of these indicators could be the same in all countries (especially the Covid-19 pandemic) but in this paper we will focus on the factors that can lead to the emergence of imbalances in Romania.

To be able to identify the factors we used the autoethnography method accompanied by a literature review. Autoethnography is a qualitative social research method that allows the researcher to use personal experience and connects it to a wider cultural, political, and social meaning and understanding (Chang, 2016). It was important to use the autoethnography method to present the factors that can lead to the emergence of educational imbalances in our country (Romania). All countries are unique and face different problems, even if some of the factors identified by us can apply to other countries as well the way they affect the educational environment can take other forms. Both authors of this paper are interested in the improvement of the educational environment, one of them having a career of 20+ years in education. It was important for us to select the factors that have a major impact on the educational environment. After reading the literature that is relevant to this article such as reports on the state of education, articles related to education available on open sources (Google Scholar, Research Gate, press news, and information available on the Ministry of Education site) we found many factors that can lead to the emergence of educational imbalances but we concluded that the main factors that can lead to the emergence of imbalances are the one presented underneath since they affect the entire educational environment. Another reason that lead to the shortening of the list was that some factors are connected to the ones selected by us. For example, if we discuss about the equipment that an educational institution has, this is connected directly to the funds allocated, and in the end, the problem is related to money.

2.1. Changes in the leadership of the Educational Ministry

From 2011 until today the Romanian Educational Ministry had 18 different ministries¹ that dedicated their knowledge, skills, and time to improve the education for all the actors involved in the educational environment.

In the article “Does frequent leadership changes influence firm performance?” the authors mentioned that frequent leadership changes “*can considerably affect the strategic direction and the smooth function of an enterprise*”. In the research, they analyzed the performance of the enterprises over one year and they identified that it dropped, they concluded that the stability of the leadership is essential to have good financial results (Akbar, Jiang, Fareed, & Akbar, 2021).

Even if educational institutions are not created to function as an enterprise and they don’t “run after profit” they are meant to guide and teach future generations to be responsible future citizens and to discover the domain they would like to work. Unfortunately, from the list of ministries presented, no one was able to have a complete mandate of 4 years and to fully implement all the projects that they proposed and approved. It was up to the next minister if they would continue the work started by the previous minister. Leadership fluctuation can lead to inefficiency and waste of time by starting from zero projects that were in different stages when the new minister took over.

2.2. Legislative changes

The educational approach in schools in Romania is correlated, as everywhere in the world, with the technique, the level of involvement and the approach of the teacher and the managers of the school institutions. Also, the same aspects influence the various challenges that may arise, such as the complex issue of school dropout or social inequity. It is desired that every school environment offers safety and support to both learners and teachers, and for this to happen happens, it is necessary for the leaders of today’s institutions to have a progressive vision, centered on needs, to observe in order to provide feedback folded on needs and significantly useful, to emphasize practice (correlated with theory), but also on encouraging communication in the teacher-manager, teacher-students and teacher-parent triad. In this sense, on February 15, 2016, at the national level, the Educated Romania project was launched, under the coordination of the country’s president, which proposed a set of policies that converge towards the main objective - Romania to offer a quality education. This is the largest educational reform project administered and supported by the Presidential Administration. For the project under discussion, the period 2010-2020 was, therefore, of strategic planning. The 2021-2030 period is one for which bold targets have been set, but which could remove Romania from the list of countries

¹ Please see the list in the Appendix.

with a semi-functional educational system. These include (Educated Romania project, Presidential Administration):

- a) The proportion of 15-year-olds with low proficiency in reading, maths and science should be below 15%.
- b) The proportion of eighth graders with low IT skills should be below 15%.
- c) At least 96% of children between the age of 3 and compulsory primary school enrollment should participate in early childhood education and care.
- d) The proportion of early leavers from education and training systems should be below 9%.
- e) The proportion of people aged between 25 and 34 who have completed tertiary education should be at least 45%.

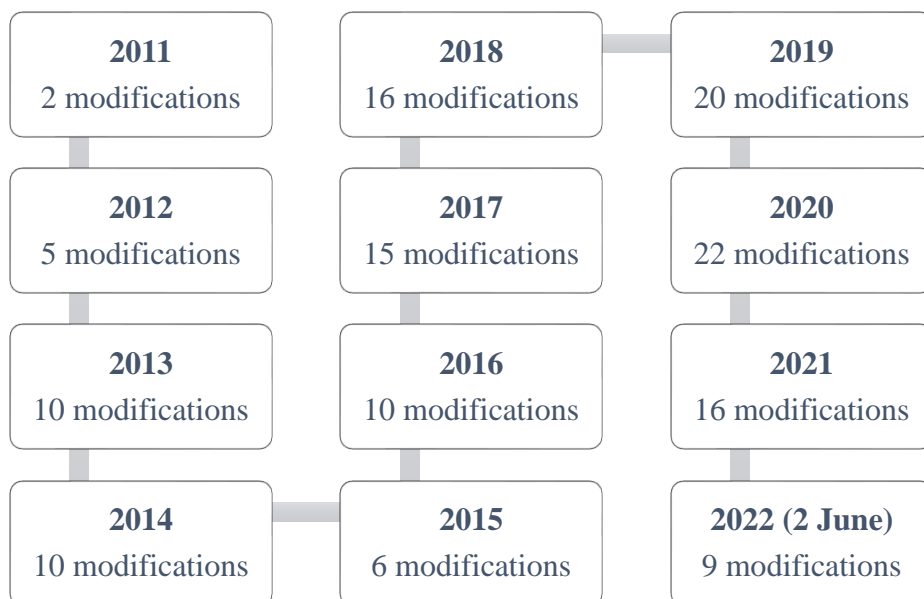
In terms of management, this project had two major priorities (1. Developing standards for school leaders; 2. Consolidating the selection and initial training of school leaders.) focused on the professionalization of the role of school leaders and their rigorous initial training in order to meet and solving in an appropriate manner the challenges inherent in the job of a school leader.

The Educated Romania project does not only address issues related to educational leaders but proposes a broader vision that articulates education in general and aims to revolutionize the educational system in order to increase the quality of life of future graduates (higher incomes, increased quality of life, accessible jobs, etc.), the element that brings a series of benefits for society (competitiveness on the labor market, economic development, civic and societal involvement, etc.) (Educated Romania team project, 2021; Education Ministry, 2021).

All these needs were established on the basis of studies and statistics from which the pressing needs of the Romanian education system resulted. Thus, it was found that Romania faces several problems of a structural and organizational nature with a negative impact at the societal level, which is why it was set up and approved on May 22, 2023, in the plenary session of the Romanian Senate - decision-making chamber of Education Laws (Pre-University Education Law no. 198/2023 and the Higher Education Law no. 199/2023), to be implemented in practice, starting from September 2nd, 2013.

The future Law of Education, national programs, projects and all the efforts that have the educational system at the center, have as their point of departure the identification of the vulnerabilities and deficiencies faced by this system. Problems are substantial, and the approach to remedy them must be multidisciplinary and involve authorities, institutions and associations whose efforts converge towards the expected common goal (Education Ministry, 2021).

The educational law that was published in 2011 and will be used until 2nd September 2023 when the new educational law will take effect suffered from the year when it appeared and until 2022, 141 modifications (change, elimination, or the addition of some articles) (Educational Ministry, Legislație de organizare și funcționare (Organization and operation legislation), 2016).

Figure 4. The number of legislation modifications from 2011 until 2022

Source: Educational Ministry, Legislație de organizare și funcționare (Organization and operation legislation, 2016

From the figure above we can see how the legislative framework has suffered many modifications even before the year 2020 when the COVID-19 pandemic started and the entire educational system was forced to move activities online. During the COVID-19 period, the changes had a major impact on the activity of the administrative employees and forced everyone to introduce new activities (that in some cases would turn a simple procedure into a more complicated one with more steps to follow) or to change the way they were working. All this changes have lead to an unpredictable legal framework that didn't offered stability for the employees part of the educational environment.

2.3. Lack of fundings

In the article "Internal Quality Assurance System of Education in Financing Standards and Assessment Standards" (Hidayah & Syahrani, 2022) concluded that

"Learning financing standards are minimum criteria regarding the components and amounts of investment costs and operational costs that are arranged to fulfill the learning outcomes of graduates. Education investment costs to provide facilities and infrastructure, development, and education

personnel, while operational costs are part of the education costs needed to carry out activities education. Financing standards include: 1. Financing planning standards, and 2. Financing allocation standards. Learning assessment standards are minimum criteria regarding the assessment of learning processes and outcomes in the context of fulfilling graduate learning outcomes. assessment standards include: Assessment principles, assessment techniques and instruments, assessment mechanisms and procedures, assessment implementation, assessment reporting and graduation” (Hidayah & Syahrani, 2022).

This conclusion highlights the importance of funds in the educational system. Romania had the smallest total general government expenditure on education in GDP (Peticilă, 2019). It has been more than 12 years since it was established through the legislative framework (Law 1 / 2011), article 8, that 6% of the GDP will be allocated to education. However, this percentage has never been allocated to the Romanian educational system. On the site of Education Ministry there is presented the amount of *“the budget for education foreseen for 2023 is 49,509 million lei, respectively 3.2% of GDP. Under these conditions, the education budget for 2023, on all funding sources, is higher by 6,032 million lei compared to the preliminary execution for 2022. Thus, in 2023, education expenses will weight 8.14% in the Consolidated General Budget (increasing compared to 2022), the weight relative to GDP also increasing: 3.2%, compared to the execution preliminary 3.12%.”* The educational budget is financed from four main sources: the state budget, the state budget - sums broken down from VAT, through local budgets, own revenues of higher education institutions and local budgets from own revenues (Education Ministry, 2022).

On the Eurostat site, there is presented the total general government expenditure on education for 2021 GDP and will be presented in Table 1.

Table 1. Total general government expenditure on education for 2021 of GDP (Eurostat, 2023)

Total general government expenditure on education, 2021, % of GDP

	Education	Pre-primary and primary education	Secondary education	Post-secondary non-tertiary education	Tertiary education	Education not definable by level	Subsidiary services to education	R&D education	Education n.e.c
EU*	4.8	1.7	1.8	0.0	0.8	0.1	0.3	0.0	0.1
euro area 19*	4.7	1.5	1.9	0.0	0.7	0.1	0.3	0.0	0.1
euro area 20*	4.7	1.5	1.9	0.0	0.7	0.1	0.3	0.0	0.1
Belgium	6.3	2.0	2.4	0.0	0.9	0.6	0.2	0.0	0.1
Bulgaria	4.3	0.8	2.3	-	0.7	0.0	0.2	0.0	0.3
Czechia	5.1	1.3	2.3	0.0	0.7	0.1	0.2	0.3	0.1
Denmark	6.0	2.8	1.5	0.0	1.5	0.1	0.1	0.0	0.1
Germany*	4.5	1.5	1.6	0.1	0.8	0.1	0.4	0.0	0.1
Estonia	5.9	2.4	1.6	0.1	1.0	0.3	0.3	0.1	0.2
Ireland	3.0	1.2	1.1	0.0	0.6	0.0	0.1	0.0	0.0
Greece	4.1	1.3	1.2	0.0	1.0	0.0	0.1	0.4	0.1
Spain*	4.6	1.8	1.8	0.0	0.6	0.1	0.1	0.1	0.1
France	5.2	1.4	2.2	0.0	0.6	0.2	0.7	0.0	0.0
Croatia	5.2	2.5	1.0	0.0	1.0	0.0	0.3	0.2	0.1
Italy	4.1	1.6	1.9	0.0	0.3	0.0	0.2	0.0	0.1
Cyprus	5.5	1.8	1.9	0.0	1.0	0.3	0.4	0.0	0.0
Latvia	5.6	2.2	1.3	0.0	1.0	0.5	0.1	0.1	0.4
Lithuania	4.8	1.0	1.9	0.2	0.6	0.4	0.0	0.2	0.4
Luxembourg	4.7	1.7	1.7	0.1	0.4	0.3	0.4	0.0	0.0
Hungary	5.0	1.2	1.5	0.0	1.6	0.1	0.4	0.0	0.2
Malta	5.5	1.4	1.9	0.0	0.9	0.0	0.4	0.4	0.5
Netherlands	5.1	1.6	2.0	0.0	1.3	0.0	0.2	0.0	0.0
Austria	4.9	1.5	2.0	0.0	0.8	0.3	0.2	0.0	0.1
Poland	4.9	2.3	0.9	0.0	1.2	0.1	0.3	0.1	0.1
Portugal*	4.6	1.7	1.8	0.0	0.7	0.1	0.1	0.0	0.2
Romania	3.2	0.8	1.3	0.0	0.7	0.1	0.1	0.0	0.2
Slovenia	5.7	2.3	1.8	0.0	1.1	0.1	0.2	0.0	0.1
Slovakia	4.3	1.2	1.5	0.0	0.6	0.3	0.5	0.0	0.1
Finland	5.7	1.3	2.4	0.0	1.7	0.2	0.0	0.0	0.1
Sweden	6.7	4.2	1.0	0.0	1.2	0.2	0.0	0.0	0.1
Iceland	7.7	3.4	2.3	0.0	1.5	0.1	0.2	0.0	0.1
Norway	5.5	2.2	1.0	0.0	1.1	0.4	0.2	0.0	0.1
Switzerland	5.7	1.3	1.6	0.0	1.3	1.2	0.1	0.0	0.1

Source: Eurostat (gov_10a_exp)

*provisional

2.4. Curriculum is not adapted to current needs

The report presented by the Organization for Economic Development Cooperation (OECD) highlights that recently the existing differences between learners have deepened, leading directly to inequity (OECD, 2023), because there is no coherence in the application of the interdisciplinary digital curriculum in a unitary way at the level of countries. In this sense, ensuring equal opportunities for all has become a fundamental objective at the global level. It is necessary to immediately implement a curriculum centered on skills (including personal, social and learning to learn), interdisciplinary because it targets generic skills starting from the premise that learners need to develop their critical thinking, creative thinking, empathy, persistence/ resilience to truly become active engaged citizens for a globalized world (Howells, 2018).

In the book “Digital Technology and Didactic Creativity” the authors mentioned the skills required by the professions of the future according to the World Economic Forum Report, from 2020: creative thinking, originality and initiative, along with analytical thinking, solving complex problems and critical thinking that have become priorities for any educational institution (Alexandru, Aramă, Gheorghe, & Velea, 2020).

2.5. Human resource

In the article “Knowledge Management, Human Resource Management, and Higher Education: A Theoretical Model” is emphasized: *“organizations—business and educational—must focus on creating and developing knowledge workers that can succeed and excel in a competitive, global environment. Therefore, human resources management activities and curricula development activities must focus on instilling, improving, and evaluating knowledge, skills, and abilities of human assets”* (Brewer & Brewer, 2010).

The human resources of any educational institution should constantly seek and aim to develop/improve their professional knowledge, skills, and abilities, to live learning, to eliminate self-sufficiency, to make the most of their creativity, innovation and transformation, as professionals, to support the educational needs and to adapt to the scientific novelties arising from research in various fields, moving to a higher status of them.

Another cause that can lead to the emergence of imbalances in education is that there is no stability on the job because of fixed-term contracts. Many times young professors come up with new initiatives that push the educational organization to improve the status quo. Because of the type of contract, they can't continue the implementation of the projects or can't be involved at all in them. The professors that are close to retirement have rich professional expertise that will be lost when

they finish their academic careers. The young generation needs to be attracted to didactic careers with salaries and opportunities for professional development.

2.6. COVID-19 pandemic

The Covid-19 pandemic has disrupted all systems, but especially the education system all over the world. The most affected were people from vulnerable groups. In the context of the pandemic, the existing educational crisis has increased social inequalities (World Bank, Unesco, & United Nations Children's Fund, 2022). The pandemic period increased the economic and social risks for the entire population of the globe, but especially for people who were already at risk and had difficulties integrating into the labor market (single-parent families, people with disabilities, migrants, lack of digital devices, remote rural regions) (European Commission & Directorate-General for Employment, Social Affairs, 2019).

The Deputy General Director for Education, UNESCO, Ms. Stefania Giannini, warned that “the COVID-19 pandemic was the worst shock to education systems in a century”, this being also highlighted in the report *Mission: Recovering Education* (Giannini, Jenkins, & Saavedra, 2021); moreover, there may be negative influences on educational environments for years to come (Biddle, 2021). According to a UNICEF estimate, around 150 million children live in multidimensional poverty without access to essential services - due to the COVID-19 pandemic. The number of children living in multidimensional poverty has risen to 1.2 billion - a 15% increase since the pandemic hit in early 2020 (UNICEF, 2020). Thus, children could be among the biggest victims of the crisis in the long term, as education, nutrition, safety, and health will be significantly undermined by the socio-economic impact and unintended consequences of the pandemic response.

At the same time, the pandemic highlighted for the entire population the significant role of educational institutions and the relationships they generate in the economic, social and political prosperity and stability of nations, which can directly contribute to the short- and long-term recovery of society due to the opportunities generated of times of crisis for collaborative creativity, innovation and change (Santhosam & Pulla, 2022).

Conclusions

The educational environment is the engine of a developed society that can encourage the young generation to dream, follow their vocation and become professionals in their chosen fields. The educational environment reveals the importance of encouraging people to adapt to current times, which is why throughout schooling the learners are supported, guided, and involved to be part of the changes that happen around them.

In the article, we present and highlighted the factors that we identified after studying the literature review and based on the experience in the educational environment as follows: changes in the leadership of the educational ministry, legislative changes, lack of funding, curriculum not adapted to current needs, human resources, and COVID-19 pandemic. We are aware that the educational environment has other factors that contribute to the emergence of imbalances, but from our perspective, the ones we presented contribute the most. Eliminating the factors that can lead to the emergence of imbalances is not a simple task. It is built over a longer period taking into consideration that society in general demands flexibility, adaptability, and innovation from the organization.

The changes in the leadership of the Educational Ministry is the factor that will conduct to an unstable educational environment that will determine the system to work slowly and be inefficient. Not being able to know how different projects will go or if they will be finished it's only a disadvantage for the teachers, students, and administrative employees that won't be able to enjoy possible good results (that can change the activity into being more interesting and pleasant).

The legislative changes that are made too often will lead to unhappy employees that will have to change their way of doing things. Usually, the most affected are the administrative employees but in some cases, the professor's activity can be affected as well and this can affect the classes.

Fundings are the fuel of activities that allow extraordinary things to happen and without proper funding, no activity will have good results. Education, in special, needs funds to be able to offer each student all the key elements to thrive. Professors need to be paid accordingly and to have funds to organize different activities that will allow students to explore and learn more interestingly and pleasantly.

Curriculum is not adapted to current needs and this creates gaps in the results obtained after the process of learning is over. Students need to accustom the essential skills and knowledge that will allow them to be ready for future jobs. If the curriculum doesn't provide a base of relevant knowledge the educational environment doesn't fulfill the basic reason that was created for. A key element is to have great professors that activate the curiosity in students and inspire them to learn more.

Human resources are the center of all activities. Regardless of the type of organization (public or private), employees need to feel that they are connected to the job and that it gives them a feeling of stability. Unpredictable changes and eliminating some categories of employees from some activities are at the disadvantage of the organization. A team mixed with experienced employees and young people can surprise with a new approach that will be accepted by everyone reducing the resistance to accepting new ways of working.

Covid 19 pandemic was a factor that changed everything we were used to and the educational environment is not an exception. From our perspective, it was bad because of its obvious negative effects but it pushed education to make many steps

forward and to improve a part of the activities. The experience gained by all the actors involved in the educational environment should be used for future projects that focus on ways to allow everyone to have access to education, especially for the students that are part of the vulnerable groups.

Capitalizing within the educational institutions at the optimal level the verbs: to know, to do, to be, to innovate (dynamics through their construction) with evolutionary meaning in any type of action that it entails, the analysis of the factors that can lead to the emergence of imbalances become an essential action.

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Appendix

Educational Ministries from 2011 until 2023:

1. Daniel Funeriu - his mandate started on 23rd December 2009 and ended on 9th February 2012. He was a minister for 2 years and 2 months.
2. Cătălin Baba - his mandate started on 9th February 2012 and ended on 7th May 2012. He was a minister for almost 3 months.
3. Ioan Mang - his mandate started on 7th May 2012 and ended after 8 days.
4. Liviu Pop - his mandate started on 15th May and ended on 2nd July 2012 (1 month and a bit).
5. Ecaterina Andronescu - her mandate started on 2nd July and ended on 21st December 2012. She was a minister for 5 months and 19 days.
6. Remus Pricopie - his mandate started on 21st December 2012 and ended on 14th December 2014. He was a minister for almost 2 years.
7. Sorin Cimpanu - his mandate started on 14th December 2014 and ended on 17th November 2015. He was a minister for 11 months.
8. Adrian Curaj - his mandate started on 17th November 2015 and ended on 7th July 2016. He was a minister for almost 8 months.
9. Mircea Dumitru - his mandate started on 7th July 2016 and ended on 4th January 2017. He was a minister for almost 6 months.
10. Pavel Nastase - his mandate started on 4th January 2017 and ended on 29th June 2017. He was a minister for almost 6 months.
11. Liviu- Marian Pop - his mandate started on 29th June 2017 and ended on 29th January 2018. He was a minister for 11 months.
12. Valentin Popa - his mandate started on 29th January 2018 and ended on 27th September 2018. He was a minister for 8 months.
13. Rovana Plumb -her mandate started on 2nd October 2018 and ended on 16th November 2018. She was a minister for almost 2 months.
14. Ecaterina Andronescu - her mandate started on 16th October 2018 and ended on 5th August 2019. She was a minister for almost 1 year and a month.
15. Valer-Daniel Breaz -- his mandate started on 5th August 2019 and ended on 4th November 2019. He was a minister for almost 4 months.
16. Monica Anisie - her mandate started on 4th November 2019 and ended on 23rd December 2020. She was a minister for 1 year and a month.
17. Sorin Cimpanu - his mandate started on 23rd December 2020 and ended on 29th September 2022. He was a minister for almost 2 years.
18. Ligia Deca - her mandate started on 29th September 2022 and she is still the minister.