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APPLIED EDUCATION, INVESTMENT IN SOCIAL SKILLS FOR BETTER SOCIAL ECONOMIC RESULTS

Mirko Tripunoski, Dean of the Faculty of Economic Sciences - FON, Skopje, Republic of Macedonia, mirko.tripunoski@fon.edu.mk

Aleksandar Nikolovski, Director of doctoral studies - FON, Skopje, Republic of Macedonia, aleksandar.nikolovski@fon.edu.mk

Antoaneta Vasileva, Dean of the Faculty of Economic Sciences, Sofia, Bulgaria, antoaneta.vassileva@yahoo.com

Summary: *The education and application of skills in it is an essential prerequisite for the growth and development of each national economy in the future. Investing in education and skills development are essential incentive for raising the growth and competitiveness of each country and its participation in the labor market. The skills are part of the educational capacity which have the aim to increase the productivity of labor and knowledge of production processes and technologies, to raise long-term growth and innovation, they transform the production to new values, stimulate competition for application of higher level skills, or with one word it shape the future of the labor market to the real needs of the working environment. The main task of this paper is to answer the question whether with the current method of education we can be a country of information society where the processes and programs are the foundation of the industrial model of education and the demand for individuality, creations and innovations for application awareness, humanity, the requirement of a model of education with more educational programs represent the future serious indicators and parameters for better quality economic growth and development.*

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JEL Classification: *A20, A21, A22, A23, A29, I20, I21, I22, I23, I25, I26.*

INTRODUCTION

The investments in skills in order to achieve sustainable development in the educational process require serious research and investments. The investments in education and the development of practical skills are the basic precondition for encouraging the growth and competitiveness of any education system in the long-term period. The investments in education raise the skills, the innovation

and their growth, they increase the transparency, transform the production and create new values, and they also stimulate the competitiveness and shaping the labor market. Projections are that by 2020, at least 20% of new jobs will require high levels of skills and for this purpose it is necessary educational process to raise the standards and level of education in order to meet the new challenges. The developments of interdisciplinary skills that rise above the needs in terms of security of the entrepreneurial spirit of students and professors and the possibilities for their adaptation to the anticipated and upcoming changes in the labor market are the essential process in creating a solid foundation on which they will build their career.

EDUCATION AND PROJECT APPROACH

The basic education, as well as the project approach, represents an open partnership with the economy and the public sector, where the educational process and the opportunities for gaining practical experience together will contribute for creating quality personnel and innovative and successful young people who will contribute to the overall development of the welfare state.

The improvement of the theoretical knowledge and skills of students in achieving practical work, with special emphasis on the acquisition of appropriate experience prior to their employment are the basic goals, which maintains educational project approach of the authors of this paper.

Therefore, higher education institutions, in cooperation with relevant stakeholders from the business community and public institutions create new values corresponding to the current needs of the global market. Modern approaches to knowledge give answer to a few key questions:

- Development of quality vocational education
- Promoting / advertising know-how (practical experiences)
- A realistic and practical solutions applicable to the tasks
- Involvement of professional training and practice as a new model of learning
- Perfect blend of educational process and practical experience, appropriate to the needs of the labor market
- Promoting the mobility of teachers and students as a model for achieving clinical teaching
- Creating ideas, innovative solutions, developing competitive spirit, teamwork and leadership skills

Today there is no profession which does not include the practical knowledge and experience; the need for quality education is present at all levels and in all disciplines and it gives us incentive in the future to work on continuous improvement of the project at the university. The model of learning through practice allows each student of the university to acquire at least one practical entrepreneurial experience before completing higher education. The successful implementation of such a project requires a wide range of activities, active participation of students, mentoring of the professors in educational institutions, but also assessment results and valorization of effort from the active participants from the business sector and public institutions.

The realization of analytical projects allows the development of multi-applicative effects such as: the opening of new partnerships, where personal experience, enhancement of knowledge, successes realized and mastered obstacles affect the raising of the educational process and represent a recommendation to other higher education institutions in the region and beyond. The scientific side of the project and educational approach is also very important. With this scientific side, the acquired theoretical knowledge are confirmed, the potential and the quality of students are highlighted, the development of the creative spirit are initiated, and the correlation student-teacher-manager allows: **first**, to increase skills in science and technology, which should always be our priority; efficiency of investment, **secondly**, the promotion and development of scarce skills and investment in education, **third**, open and flexible learning model, academic accolades and recognition of different qualifications, **fourth**, the application of digital technology and improve the quality of vocational skills, **fifth**, increased level of cooperation, **sixth**, support of innovative methods and **seventh** modern and quality teaching methods.

INVESTING IN EDUCATION AND SKILLS

Considering the fact that the European systems of education and training of staff with practical skills required by the labor market, at the same time insufficiently cooperate with the enterprises and their management in bringing the education system to the actual needs of the working environment; the concerns about the industry competitiveness are rising [Industrial Policy Communication Update Com, 2012].

Investing in education and the development of specific skills is the basis for promoting the growth and competitiveness in the economy of any national, regio-

nal and global character to increase productivity. The long-term application of business skills raise innovation and growth, transform production to new values, stimulate competition and shape the future labor market. The claims that the quality of education and the supply of skills globally grown, set four important areas that are essential to address this issue in terms of: **first**, the development of vocational education and training, which would increase the quality of vocational education, **second**, promotion of labor-based learning and vocational training, practice and a dual model of learning, which will help the practical approach to the period of the labor market, **third**, promoting open partnership between public and private institutions, thus ensuring the creation of appropriate curricula and skills, **fourth**, promoting the mobility of all Educational programs [Erasmus, 2011]. The analysis of the indicated four areas, their development and application, are challenges of each national economy in construction skills as the key to enter the 21st century. The realization of the offered facts observed across multiple principles and indicators measured by real demand orientation toward interdisciplinary educational development and wide application of skills that suit modern knowledge economy and supported the type of interdisciplinary staff with more appropriate skills. Quality applied skills such as the ability for critical thinking, entrepreneurial initiative, and the problem solving and business cooperation will prepare individuals for the uncertainty and unpredictability of career that awaits them. Educational institutions should pay special attention to the development of entrepreneurial skills [Entrepreneurship Education at School in Europe - National Strategies, 2012]. The experiences of the world and Problem study and associated companies have to raise the issue of complementary education at all levels and in all disciplines. Pointing out the following indicator that builds the principle that every young person participating in educational processes must have at least one practical-entrepreneurial experience before leaves the compulsory education system. However, with such features listed above the scientific side of the educational processes required because the need for a skilled labor force, especially in the field of technology and research must not be lost and must remain at significant high level along with the growth of demand for skills in the areas of science, technology, engineering and mathematics where literacy, calculating and foundations of mathematics and science are a key basis for further learning and improvement [education and Training Monitor, 2012] as an entrance to the labor market and social inclusion. These skills greatly redefined the digital economic revolution through new forms of learning and writing and broad base of information sources that change their essential application. The need for educational reform for a modernized instruction, appropriate policies and programs created space for standardized tests, establishment of appropriate

infrastructure, literacy math centers and scientific research, creation of network enabled professors and communicative, professional development and improve the digital literacy. The main factor of every educational process is the ability for speaking several foreign languages, which increases the level of employment [http / eur-lex Europa] and mobility of young professionals as a basis for future destinations and business needs for the functioning of the global market.

Increasing the quality of skills of educational institutions requires the development of professional skills programs for high-class, interdisciplinary and basic skills that will generate future growth and specific competitiveness. The dual system of theoretical learning with work experience plays an important role in the tertiary level of education, but also requires clear regulatory frameworks, defining the role of all stakeholders in the educational institutions and the state and is an integral part of any educational system. The programs for professional development and training should play a key role in the identification of scarce skills such as development potential like information technology, health care, personal services, business services, applied economy [eurostat website.com, 2012]. Strengthening the cooperation of local, regional and global level requires space for placement as the main subject and predisposition of educational stakeholders in mutual sharing of knowledge and initiation of joint initiatives nationwide.

MOTIVATING FLEXIBLE EDUCATION SYSTEM

Motivation for developing a flexible education system in this paper is directed towards the improvement of the success of learning, the process of evaluating and recognizing the achievements of students, and the educational staff. The motivation for education and training must be a driver of growth of educational institutions and systems that will create more jobs, provided that learning is focused on knowledge and knowledge of skills and expertise that students have acquired in the educational process and implementation of curricula and plans before, to gain qualifications and to spend the time provided for this learning cycle.

The modern era, the qualifications for participation in the division of labor and the demands of the job require a new approach to verification of success during the learning, as part of the pool qualification framework for higher quality approach to the economy and the public sector. However, the institutions at all levels of educational systems need to adapt immediately and shall give serious proposals for improving the quality of programs through which students pass,

and to measure the quality that gives the labor market, to increase the availability and ease the application and the efficiency between different educational and practical areas.

The flexibility in the learning process, despite the success, the power of properly evaluation and motivation requires modernization of the system as a condition for improving the learning system. Stepping into the evaluation process expertise is a key factor, where the power of assessment must be tailored to better define the expertise or ability that is assessed in parallel with processes and outcomes during learning, and by expanding the methods of testing knowledge covering appropriate topics and processing of chapters, sections and significant parts. The next step in the assessment is the clinical approach and diagnostic testing as an integral part of everyday learning and improving knowledge.

The next step in the improvement of knowledge and evaluation are the free extracurricular program activities that shall test the skills and demonstrate their knowledge to the future employers and will provide close and truthful information about the quantity and quality of the future labor force in a population. By using these methods, the employers will be able to make serious decisions for the deficit and surplus of staff and shall direct their investments towards where they will have not only resources, and capital but also an innovative human capital, for a larger profit.

The main goal indicated in this paper is the development of open and innovative partnerships between the public sector and the economy as a quality source of funds for education, mutual learning and common unified approach implementation. The open partnerships basically step forward, a chance plus, one factor plus for the development of the planned desired skills, innovative and sustainable way and involvement of all stakeholders in the supply and demand applied forms of modernization and individual abilities. "They can relate different policy areas, sectors and sub-sectors of education and science, training, public and private managers of different other levels of government" [For member states practices Steff Working Document on Partnership and flexible pathways for lifelong skills development].

The motivation of open and flexible learning processes, open partnership for education and science means increased activity, quality strategies, rapid skills development, access to finance etc. Aforementioned requirements essentially open the question of sustainability and long-term partnership towards development

of clear and precise goals and objectives it also requires systematic and sequence access, and inclusion of stakeholders, including the professors, students, employers. This approach of open and severely processed partnerships is the key factor for success of every educational program and participant in it.

EDUCATIONAL PROCESSES, PROJECT FOR MANAGEMENT OF QUALITY EDUCATION

The project for educational process includes the process required for certification that the project will satisfy the needs for which it is intended. It includes: all activities of the overall managerial function that will determine the quality policy, the objectives, and responsibilities for implementation that are targets of ultimate planning, ultimate assurance, supreme control, ultimate quality improvement of the system [Robert Dimitrovski, 2008]. In the present the quality educational management has become progressively more important in the course of the following variables applicability: the balance between quality and cost, productivity: the ability for the production of a product along with the available technology and labor with reasonable prices, Social acceptance: degree of conflict between the product or process and the importance of the society (safety, environment), efficiency: the extent to which the product will be operating properly, availability: probabilities on a product if used under different conditions as it takes consumer satisfactions, Credibility: the ability of the product for durability when used under different conditions for a period of time, sustainability: the ability of the product to be maintained or restored in it original state after its performance at work to some degree and period of time.

The process includes three quality programs, quality planning identification-based on the quality standards that are relevant to the project and determining how to satisfy them; qualitative assurance – the assessment of overall project performance on regular bases to produce verity that the project will satisfy the qualities standards, qualitative control- observation of a specific results from the project determination if the commitment to adhere to the relevant quality standards and ways to eliminate causes for unsatisfactory performance.

These processes are connected with each other and with other processes from other sciences as well. Each process can involve effort from one or more individuals or groups of individuals, depending on project needs. Any progress rises generally at least once in each separate project phase. Although the processes presented in this material are represented as discretion items with well presented

intra layers, in practice they may overlap and coincide in un-detailed directions as mentioned before.

The project for management of quality education must address the management of the project and the product of the project. A generic term for educational product is occasionally used in literary respect of the project to match the goods and offered services. The failure to meet the needs for both dimensions can have serious negative consequences for some or all participants of the project.

The quality in education management represents a totality of characteristics of ethnicity and its ability to meet the implemented needs. The above listed and implemented needs are the inputs for developing a separate project needs. A critical aspect of qualitative educational management in the context of the project is the need to turn implemented the needs into needs through project scope of management. The management team of the project must be cautious and not mistaken the quality assessments. The assessment is a category for rating the entities bearing the same functional use but different characteristics. The low quality is an everyday problem: low score does not necessarily always have great importance. For example, a software product can be of high quality (not obvious defects, legible manual) and highly rated (limited features) or low quality (many defects, poorly organized users documentation) and highly rated (numerated features). The ordering and the delivery of the required levels of quality and grades are the responsibilities of a project manager and separate project management team squad. Therefore the educational project management team should be aware that modern qualitative management replenish the project management, both disciplines and recognize the importance of: meeting the needs of the customer - understanding, managing, and influencing client expectations. This requires a combination of matching the needs (the project must produce what it said it would produce) and fitness for use (the product that is made must satisfy the needs for which it was designed). Prevention over inspection-cost for mistake prevention is always less than the cost of correcting them, as revealed by the inspection. Managerial reasonability – the success requires full participation of all members of the team, but the responsibility of the management to produce the resources needed for success remains. The process during the phases - repetitive method circle for checking the plan with the combination of stages and processes [Garton C. & McCyllocx, 2005].

As ever, there are important differences from that Project educational management must be significantly cautious - temporary nature of the project means in-

vesting in raising the quality of the product, especially prevention of deficiencies and assessing.

QUALITATIVE EDUCATIONAL PLANNING

Qualitative educational planning includes certified standards relevant for the project and re-alignment of how it will meet such needs. That is one of the key mitigating circumstances and processes during the planning of the project and should be performed regularly in parallel with a separate project planning process. For example, changes in the program by the project need to meet the identified quality standards. Priority in the development of ISO 9000 standards, activities described here as a qualitative planning should be seen as part of quality assurance. Qualitative planning techniques are those which are most often used in projects. There are many others that can be useful on some projects or some applicative places. The team that works on the project should also be wary of one of the fundamental principles of modern qualitative that quality management is set but not scrutinized. Qualitative planning means sorting out: sorting out the quality which is desirable, how this level of quality will be reached, and how the quality will be measured [Gillard S., 2004].

Frequently, the client does not specify a level of quality that he wants, and simple states: "We want the best"

The client is not even aware of how quality has a price, and therefore the task by the project manager is to perform various tactics to the client: on a base that the client will be able to choose the quality of a certain offer, this can cause the following elements leading towards, availability (frequency and divide), security, environmental influences, precision operation, repeatability, static and dynamic programs and plans, resist external influences and other external drives.

Setting out the minimum levels of educational quality that guarantees the function of the project, emphasizes the alignment, together with the team, the methods that will be used to measure the quality achieved.

CONCLUSION

Applied Education and investment in skills is process, which can marks and increase the growth and development of each national economy. The processes of growth and development will continue successfully, only with increased pro-

ductivity and supply of skilled labor, where reform of the system of education and training have a practical role in achieving that goal. The challenges that stand before educational institutions to quickly and effectively invest in skills that will achieve better social economic results should be widely applicable in entrepreneurship, where demands for skills in science, technology and natural sciences remain listed on the high level are the first step that must be governed by any fundamental or basic skills. Increasing the quality of the professional skills require development of educational systems of high class that can meaningfully contribute to reducing the number of scarce skills and increased cooperation at the regional and global level.

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