



**Procedia of  
Economics and Business  
Administration**

ISSN: 2392 – 8174,  
ISSN-L: 2392 – 8166

Available online at  
[www.icesba.eu](http://www.icesba.eu)



## **Improvement Practice of the Students in a EU Project. Economic and Social Importance and Lessons for the Future. Case study of Spiru Haret University**

Baluta AURELIAN VIRGIL<sup>1</sup>, Andronie MARIA<sup>2</sup>, Raicu ILIOARA Sofia<sup>3</sup>

<sup>1, 2</sup>Spiru Haret University, I Ghica, 2, Bucharest, Romania

Tel 0040 728282803, Fax 0040 21 3176625

**Abstract:** The paper is a case study for the project < Student practitioners- students active and integrated> financed by Social European Fund. The project was developed in Romania in the Social Operational Program for Development Human Resources. The project has as objective to improve the practice of the students. The aim of the research is to identify and to indicate the economic and social importance of the practice in universities, how much may this to change in the society. The focus on skills and entrepreneurship will be analysed from the point of view of knowledge economy and society. In accordance with the theory in economics and labour market are evaluated direct and indirect impact on economy and society of a better equilibrium between demand and supply of labour market in the segment of higher qualifications. In these paper we pass from theoretic concepts to practice computation in a concrete projects. Our paper expects to start de applicative studies regarding the economic and social impact of different project and to put together the theory and the social practice in the field of EU funds. We also want to disseminate some ideas for a best practice of the students received in this project. The paper will help public authorities in a better design of official documents of EU funds calls and the tools for their monitoring, controlling. The paper is a part of research included in project activities.

**Keywords:** project; economic impact; economic and social incomes, costs of the project; best practice idea.

**JEL classification:** A 23

---

<sup>3</sup>MNA ProdCom SRL , Bucharest, Romania, Tel 0040 723508389

## 1. Introduction

In the paper we want to explain and to disseminate the value of a project in accordance with the rules of EU. We prove that such a project is part of social innovation and after this new steps are possible to develop social practice.

With this paper we add a new method to disseminate the results of innovative projects for the society. We extend the standard area of presentation the projects with <internal> elements linked to contain, not only to public dissemination.

The modern world is faced with practical challenges. The IT explosion has opened huge perspectives for theoretical development, but at the same time made us forget that not everything can be done in front of the computer. In this moment of the technological development, theory and practice is situated in a bi-univocal relationship, inseparable. Following the implementation of our project, by holding a contest with prizes between its beneficiaries, we wanted identifying the best solutions to improve in future of carrying out internships for students, so that with balanced funds, but with a lot of intelligence, to obtain maximum efficiency. One of the most popular ideas has shown a degree of generality extensive applicability and sustainability, proposing the creation of a virtual enterprise as a tool that gives to the student practitioners the opportunity to gain knowledge without disrupting the current activity of guardians, by simulating various commercial activities.

## 2. Economic and social importance of the practice in the university. How answer the project of Spiru Haret University

The correlation between knowledge acquired in school and requirements of work market was a permanent problem for secondary and university level of studies. In Romania at the beginning of transition to economic market a study say, on the basis of a study financed by Ministry of education in Romania, that < exist an inactivity between school and labour market, between education and qualification> (Rotaru T., and others, 1995). We observe that was the problem on no communication, not the problem of differences between what need labour mark and what offers education institutions.

In the field of labour market, the equality between demand and supply is a trend, a an ideal, economic and social. The welfare of people is depending of this equilibrium (Ciutacu C., Vasile V., 1991).

Our existence in the world and the covering of the needs are depending of knowledge. For every kind of knowledge are cost and efforts of the people. Many human and intellectual resources are involved in generating and transfer knowledge. These means time and money (Brătianu C., 2006). If we need knowledge and we spent money for this, we hope to generate the knowledge useful for pupils and students.

In modern literature in management field there are accepted that are some skills that the companies need: evaluation of situation, have a vision about the future path of the company, efficient communication, negotiation, solve problems in dead line, involved human resources at maxim potential, action with determination, corporative ethics ( Gordon M, 2012). Usually these skills are necessary for managers and entrepreneurs. Such skills must be included in the personality of the graduates. At this stage the science reached after a way from short definition of the entrepreneur to large definition of the entrepreneur. In accordance with the large definition, the entrepreneur is somebody <that

start a project or on important activity> (Drucker P, 1993). Following this definition, the skills of an entrepreneur are necessary for an efficient manager and for a proficient employee. These kinds of skills exceed the area of shareholders or owners of individual companies. For these reasons the formation of skills for entrepreneurship was part of students' practice in our project. In their evaluation they had to suggest the future path of the companies they performed stage of practice. They have to decide if the field and the politics of the company are sustainable and if they like to receive a job in such a company.

Starting the theory of Schumpeter regarding entrepreneurship we may accept that a project like < Student practitioners- students active and integrated > is multi-dimensional and has a multi-impact. This project changes the static student into dynamic future graduate. The new graduate wants to change the things because he knows now enough about the real stage of economy and society. Maybe he will perform new activities or will perform the old activities in a new manner. That is a change of category of human resources available and, in accordance with the definition of Schumpeter < will force to move the economy in new direction> (Schumpeter, 1911).

The correlation between skills that available jobs involve and the background of graduates is a problem of efficiency of the activity. From the point of view of the companies this correlation at a high level means big productivity and small cost for training. We can explain the option of companies for graduates may be explained with the theory of preferences. In accordance with this theory, the preferences for economic goods of the companies (including for services and activities) are in inverse with the costs. In fact there are memories of opportunities costs of the companies (Fudulu P, 2007).

In accordance with the new trends of economic thinking, the neo-classical liberal theory, is important for all kind of consumers, including companies, the marginal utility. So, for companies is more important for the utility of graduates that their results in the universities (notes, other previous work of the graduates).

No important if the knowledge is a special factor of economic growth or it is part of human resources, in new era is clear that to put in work knowledge is a condition for progress. The knowledge acquired by experience is so more important as knowledge acquired by formal education (Dobrota and Serban, 2008). Practice for students is in fact to put together formal and informal education, formal and informal knowledge, to generate synergies between them.

What we want to solve with best practice of the students. First of all, to reduce unemployment, mainly of the graduates. A couple of economic and social theories show the difference between what the companies need and what the graduates offer. The liberal doctrine, as an example, put the unemployment causes on this factor. <The unemployment may be, of course, the consequence of the difference between the distribution of the work and the distribution of demand>.( Hayek F, 2013).

The analysis of a project financed by public funds help the evaluation of the public policies that generated that fund and the correlation between objective of the politics and the concrete results. In our case is possible to see how Social European Fund generates financial flows to reach the main objectives of the European Social Model. In fact the evaluation of social politics is both a <judge about the results and a tool to improve the process> (Radoi M, 2005). For this reason, in our paper we include the method to compute the economic and social result of such a project and the ideas to improve the same kind of

projects in the future. The ideas are drawn up by one author as directly beneficiary of the project and was done as part of the project.

As part of a big community, the graduates have to combine in the knowledge economy the technical innovation, economic innovation and social innovation. Spiru Haret University and its partner, UNAP, wanted to see faster the innovator of the new age. This graduate does not wait special inspiration, he acts as soon as possible to valorise the opportunities and to search the change for new times (Vlasceanu M, 2010). More than it, we know that <Within the knowledge based society and economy, the defining elements of the new economy have put creativity and innovation (including social innovation) at the center of success and long run sustainable competitive advantage> (Suciu, 2012). The creativity, so important in the new economy and in the new society, is impossible to teach. The creativity must be included in a special training, like practice programs for students organized in the case-study project. The changes in society and economy make more and more difficult adapting of people as new rules. To be creative is much more difficult, because the whole society is changing and to be innovative means to know the next point (the next stage) of this fast evolution.

How has designed and implemented, the project was an answer to all of 5 main fields of Social European Fund. (Table 1)

*Table 1: Covering main fields of Social European Fund in the project < Student practitioners- students active and integrated>*

No	Main field of Social European Fund	How is covered in the project
0	1	2
1	Development and promoting an active politic on labour market	Graduate obtain skills for labour market, not money to wait a better job
2	Promoting equal chances for access on labour market	In practice program had access all students, depending on their professional results
3	Promoting and improvement of training, education and consulting as part of continuous adapting of labour force	Practice for students is in the same time training (adapting to special conditions of the companies), education (practice of the students is part of curricula in all universities) and professional consulting (the students receive consulting for different kind of branches acting the companies)
4	Promoting a high qualified labour force	The practice put the university qualification on a higher level, in accordance with the needs of companies; It is a promoting of high qualified labour force with focus on skills;
5	Promoting measures to improve the access of woman to labour market	More than 50% of students involved in practice program represented woman.

Source : ( for column 1) Profiroiu M, Popescu I, 2003, pp255.

The concept regarding the impact of higher education on economic development exceeded the UE borders. Now is an asset of economic thinking and of the managerial practice in education institution to forecast the future of a nation according to quality of universities. Russian Federation is as an example of country that uses EU concepts. Promotion of the development of higher education as the major resource of socio-economic development of the country is one of criteria of the independent Ranking Agency of Russian Federation (2009).

### **3. Lessons for the future. How to organize better programs of practice for students**

People are the ones who give value and energy to an organization. They represent the soul and driving force propelling the company towards development through their creative ideas. One of the important points to keep yourself in a market with continuous expansion

and specialization trend is attracting a talented workforce, well prepared and result-oriented.

To identify ideas, significant improvement solutions to any human activity, one of the most efficient means used is to achieve at the outset of a SWOT analysis, which will clearly show the image / picture of the current situation and the development prospects, the identification of strengths and weaknesses, opportunities and threats coming from the external environment and will lead us to outline a development strategy to achieve the objective, of the goals.

The advantages of conducting a practical traineeship, still in school, are undisputed: the acquisition and development of professional skills applied, learning of team work and project management, the chance to win real professional experience and, ultimately, to obtain a permanent job working in particular are just some of the highlights.

The internship is an ideal opportunity for participants to interact with professionals in the field, the opportunity to attend theoretical and practical training sessions, work in the competitive teams and focus on results. There are important companies who in collaboration with Spiru Haret University, provide and propose internships in various areas such as finance, banking, IT, human resources, administrative, accounting, sales and legal.

Experience gained along of such an internship is essential, especially since today matters more experience than countless diplomas or courses you attended. Most employers look for people with experience or at least willing to learn and gain as much information in a short time.

Starting from all of these general considerations and organizing them in a common matrix, using theoretical knowledge gained during attending of the Faculty of Financial and Accounting Management, specializing in Accounting and Management Information Systems, as well as personal experience, one of the most popular ideas for improving the internship program started from the SWOT analysis of activities in accounting practice.

It is noteworthy that this model is applicable to all activities and adapts according to the peculiarities of each one.

The most difficult obstacle to overcome in the case of the accounting activity was the confidential nature of the documents to be processed. To remove this bottleneck it has proposed a solution as can be simple, clear and easy to apply, with minimal costs, but requiring in advance an innovative design, a careful preparation by the guardian and the coordinating teacher. This idea at the time of carrying out the program "Students practitioners - Students active and integrated", presented a significant degree of novelty. By applying this solution was possible defense the character of confidentiality of the accounting documents of partner companies, and at the same time the formation of the participants abilities in the accounting profession and capable of competing successfully in the labor market.

Creating a virtual enterprise by means of which can perform the simulation of the commercial activities: accounting, legal, financial and full traceability of documents. Thus privacy nature of accounting documents of the partner by practice would be protected, and students would be able to draw up all kinds of documents: to draw up a bill of sale towards a virtual client; to record the purchase of raw materials based on the invoice: some inventory and so on; to draw up data sheet of a acquired fixed asset and recording it in the accounting, achieving the payment and its registration based on the purchase

receipt. Then step by step, under the guidance of tutor to switch to their enrollment in the cumulative documents, Cash Registers, Bank Register and so on; make entries in the Cash Register, to learn what meaning an Accounting Note and making it effectively, to draw up trial balance based on General Ledger (T-s).

Is this a sustainable idea? The answer is certainly yes? Especially as it was applied at the experimental level even by one who came up with this proposal, and it was successfully taken over by other entities.

For training it might use role-play technique, often used in the sales, making simulations based on concrete situations. Group of participants at the internship will be organized into work teams, as follows: team A will play the seller and team B will play the purchaser and so on under a scheme previously designed, the team C will be the raw material supplier, team D buys an asset from the team A, for example, then the internship is organized in a fun and exciting way and thereby the direct beneficiaries, students, would gain important skills in the shaping her chosen profession.

The idea of creating a virtual enterprise allows working in the simulation regime of some real situations basically can be extended in the any field. We can only think in creating a Virtual General Court. Students assisted by computer, tutors and teachers coordinators could sustain plea, could present evidence, could interact with a virtual judge Thus, once in the courtroom, integrating in the real legal life could be more easily, imperceptibly. Consider only the facility could provide such a tool, with a permanent database updated in the study of comparative law.

A simple idea, original, with a high level of generalization can lead to getting a practical training with high quality and low costs. Of course, allocating resources and defining the procedures required to implement practical systems will be different depending on the specialization of the participants.

## Acknowledgements

For Mr. Prof Mircea Boulescu and Mr. Prof Constantin Mecu. They wanted so much involving the graduates in research.

## References

- [1] Bratianu Constantin, *The dynamic of generating and transfer of knowledge*, in The society of knowledge, Publishing House < Editura Economica>, Bucharest, 2006, pp.81;
- [2] Ciutacu Constantin, Vasile Valentina ( 1991), *The equilibrium of demand and supply of labour force*, in Studies and economic research, no 6/1991, The Centre of Information and Documentary, Bucharest, pp. 125;
- [3] Dobrota Nita and Serban Andreea Claudia, *Work- essentially, forms, structures and finality*, Publishing House < ASE>, Bucharest, 2008, pp.115;
- [4] Drucker P, *Innovation and entrepreneurship*, Harper Business, New York, 1993;
- [5] Fudulu Paul, *Economic theory of cultures and institutions*, Publishing House < Editura Universitara> Bucharest, 2007, pp.53;
- [6] Gordon E. Michael, *The entrepreneur*, Publishing House < Curtea veche>, Bucharest, 2012, pp.34;
- [7] Hayek Friederich August von, *Studies on philosophy, politic and economics*, Publishing House of the University < Alexandru Ioan Cuza>, Iasi, 2013, pp.298;
- [8] Radoi Mireille, *The evaluation of public policies*, Publishing House Tritonic, Bucharest, 2005, pp.44;
- [9] Profiroiu M, Popescu I, (2003), *European policies*, Publishing House < Editura Economica>, Bucharest, pp.255

- [10] Rotariu Traian, Dan Maria, Mezei Elemer, Veres Eniko ( 1995) *Higher education between inertia and change*, in Review of social research, no 2/1995, pp.51;
- [11] Schumpeter Joseph Alois, *The theory of economic development*, Leipzig, 1911,pp,189, Publishing House <Duncker and Humblot>, Translated by R. Opine. Cambridge: Harvard University Press, 1934. Reprint. New York: Oxford University Press, 1961;
- [12] Suciu Marta Christina, ( 2009), *Creative economy and creative cities*, in Romanian Journal of Regional Science/ The Journal of the Romanian Regional Science Association, available on <http://www.rrsa.ro/rjrs/V314.SUCIU.PDF>;
- [13] Vlasceanu Mihaela (2010) *Social economy and entrepreneurship*, Publishing House <Polirom>, Bucharest, pp.164;
- [14] Artyushina Irina, Troyan Vladimir, (2009), *Strategic principles of building world- class universities in the Russian Federation*, in The world-class university as part of a new higher education paradigm: from institutional qualities to systemic excellence, Publishing House < Presa Universitara Clujeana/ UNESCO - CEPES>, Cluj-Napoca, 2009, pp.225.