PERMANENT TRAINING OF ADULTS WITHIN GLOBALIZATION FRAMEWORK

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The globalization process determined significant changes in Romania's occupational structure: new professions appeared and, one the other hand, the contents of many others underwent changes. Inside different fields of activity some professions became more required, others become absolute and disappeared. In order to decide on an education necessity one has to answer the question "What and who do we organize a certain educational process or system for and why do we organize it in a certain way and not otherwise?". In order to decide on an education necessity one must also answer the question "What social problems does the educational process or system we devised solve?". The problem of lifelong in-service training is important for supporting the workforce change, being the main instrument it uses in order to adjust to the new requirements, this enabling its nobility among different fields of activity.

Key words : lifelong learning, globalization, network.

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National economies and even national cultures are prove to globalization. By this we mean that the activities of the society (politics, economy, culture, sports, etc.) work closely depending on each other at international level in real time. This phenomenon has been recently made possible due to the infrastructure offered by communication and IT. Globalization involves a high cultural and civilization level of different peoples, which is impossible to achieve without an efficient and modern education system.

This context is the result of the combined action of private initiative, competition and social insecurity but also of the difficulties that are inherent to any government change. Under the new economic and social circumstances, the existing human resources encountered a strong process of erosion but also of alternative valorization through alteration and creation and this ensured in a high degree the answer to the requests of an uncertain market.

Most professions registered changes in their activity substance. The causes of changes in their activity substance are: adjusting to customer needs, increased competition and retechnologization. The employed population increased in some fields of activity/economic activities/professions. The main competences connected to the changes in activity substance are: computer and IT literacy, solving occuring problems, resources management and communication. The following trans-sectorial competences have become obvious: computer literacy and mastering foreign languages (mainly English).

This contradictory situation that combines the dealine and apathy with the rise of new competences, institutions and excellengy centres should be put to good use in the work resources development strategy. The new centres of inovation and expertize should become a key factor of social change. To this purpose they should not be just protected and preserved but identified, encouraged and used as decision, management and social influence centres.

Supplying the organization with the necessary workforce is done according to its proposed objectives and to the extent the "qualities" of the future empoyees answer these objectives. Professional training with its two sides- school training and in-service training – asks for considerable expenses to be incurred, but their outcome is to be seen later.

In order to ensure their expected efficiency, it is essential for these expenses to be considerated all the time a special kind of "investment", a human resources investiment that begins with the employee selection and lasts as long as the respective company exists.

It is also well-known the fact that workforce mobility is greater as compared to other fields of activity. In order to increase the efficiency of the investiments the company made in the professional development of the employees, it is therefore absolutely necessary to take permanent and coherent action

with regard to diminishing "voluntier leaving" of employes, as the fact that "investment" leaves when people leave is very well known.

The work is formed of five parts and within each of these a specific issue subordinated to the thesis objectives achievement is approached.

The objectives taken into consideration for this approach were the following:

- Factors that influence the educational market that is ever changing duet o the economic crisis;
- Assessing the legal regulations referring to lifelong training ;
- Analysis of training services customer behaviour within the framework of education institutions marketing strategy;
- Analysis of professional training system and identifying professional training needs at regional level;
- Identifying the educational marketing role in getting adults involved in organized forms of lifelong training;
- Studying the marketing tools that allow establishing strategies aiming at the strategic orientation of education institutions and at getting competitive advantaje by way of making longterm decisions.

The Introduction points out some reasons that turn educational marketing into an extremely topical field in adult training and the whole scientific approach starts from defining the hypotheses that have been expressed as a result of studying the education system.

- The marketing focus of these institutions should be represented by the educational services customers, with their needs, preferences, purchase behaviour and consumption;
- The supply of professional training services presented by education institutions should depend on creating and maintaining, within the market, of permanent relationships both with the other service suppliers and with the different target public categories;
- Professional training suppliers apply the educational marketing and examine the most important aspects that any institution must take into account, i.e. studying the needs and behaviour of the educational service customer involved in lifelong professional training.
- Segmenting the target groups and running all activities are based on the marketing mix and institutions, in order to be efficient, must permanently take into account the competition.
- Education institutions'approaches consist of programes based on efficiency, on a careful analysis of competition and on the need to rely on marketing mix elements for all the steps.

The first parts of the work is the premise the research on the Romanian education market started from, since any institution, and especially the education organisations must devise an approach strategy for different public categories, relying on their own resources, starting from values and principles and establishing an aim, strategic and operational objectives as well as action policies and programs.

While trying to define the place of educational marketing as social marketing specialization, we can consider that through the concepts, methods and techniques it uses, adapted to the contents and characteristics of adult training field, this is a specialized, independent, socially and economically oriented domain, although decision are mainly made by MEN, MMFPS, and then put into practice by education institutions in the area under jurisdiction.

Educational marketing is defined from a freh perspective, with reference to the economic and social crisis, identifying the evolution tendencies of marketing concept and defining marketing characteristics within these different contexts.

The Romanian contemporary educational marketing environment is analysed starting from the premise that challenges come from outside and marketing is a tool that can be used to identify and answer challenges. The problem of education activities efficiency should be solved between objectives and indicators, though permanently taking into account the organisation's educational aim to change people"s social behaviour, since the public is the approach target, and thus to answer the specific intevests of directly coucerned economic agents.

The reforms the education system underwent throughout the years aimed precisely at these actions with general, social education character. These desiderata are expressed by both National Education Law and Work Code which stipulates the employers'duty to conceive professional training yearly plans after taking counsel with tradeunions, or, as the case stands, with the employees representatives. Actually this is not the usual course of action. These are few companies willing to train or re-qualify their employees in view of or as a consequence of reorganization processes, just as there are no marketing structures within the framework of education institutions, able to achieve adult training needs analysis.

The second part Education needs and adult lifelong professional training starts from the idea that while devising their marketing strategies, the education institutions must take into account the changes

that the customer's contemporary convictions undergo due to the change in the way the education programs usefulness and attributes are perceived (lifelong training as a principal means of facing the occupational risks, as well as a means of answering to spiritual needs such as self-assessment and (self)-esteem). By permanently informing the people on the changes taking place in various trades'filds of activity, the education institutions are able to generate education, training and knowledge improvment needs. The proactive attitude of lifelong training institutions diminishes the effort of looking for solutions adapted to each person or target group.

Knowledge of customer behaviour and contentment as a result of purchasing and using the service represents the starting point of any marketing approach. From this point of view, the organisations in the education domain must take the necessary steps in order to change the ways these activities are approached from a product oriented activity to a customer oriented activity.

Aiming at presenting as true-to-life as possible a picture of the Romanian training system, and in agreement with this thesis theme, chapter three Defining aspects of marketing research in the field of adult lifelong training, two marketing research activities have been run, the first one aiming at getting information on the extent the lifelong professional training system answer the training needs of adults and economic agents in the South-East region, the second one aiming at FPC demand analysis of determining the professional training needs in order to be able to identify the target market in view of getting adults involved in lifelong training organized forms.

As a result of these research activities we can conclude that there are difficulties in organizing lifelong professional training because on regional level, a lack of funds for lifelong professional training activities is felt by employers, whereas the training suppliers suffer from a lack of funds for the technic and material equipment of their practical training workshops, and also because we witness the weak involvment of government in lifelong professional training as costs are very high and it does not represent a priority.

Research on education organisations pointed out the fact that their use of marketing, though considered useful is not developed enongh, certain marketing methods and techniques being put into practice by private education institutions only, owing to the competition on the market they function on.
It follows that any institution aiming at adult training should have a marketing department in their structure, thus modifying their internal organizational structure in order to facilitate action implementation. Throughout running activities and services the marketing managers should keep an eye on the training process that must be in compliance with customer needs, should permanently strive to find a dynamic balance between training and trainee, between inside and outside, between short-term effects and benefits and the long-term ones. Problems are turned into sources of information for future activity correction since any organization has to identify the needs of the community it intends to activate in to fiind solutions to these needs, to know its competitors, to devise the message that clearly expresses its position, and then to test this message in order to fiind out whether it will be supported.

Even the institutions that officialy practice marketing, concentrate only on promoting and developing educational programs an duse non-differentiated marketing. Nome of adult training government institutions have a marketing department and, consequently, specialists. The only ones to pay in their activity greater attention to the use of marketing tools, are the institutions running European projects, but these, too, don't use specialists permanently. Still the need is felt, and the proof is the large number of research activities done by all the institutions that enlisted the target group needs analysis as project activities, which are to be found in all project application forms and final reports. But from statements to creating and implementing educational marketing strategies there is a long way, even for these projects that assign significant funding to marketing activity.

In parts four, Marketing strategy – a fundamental action direction in lifelong professional training service marketing, marketingul plays a central part in each education organisation strategic planning, firstly owing to the fact that it starts from the target groups'needs, preferences, purchase and consumtion behaviour and, secondly, because it offers information to the organization management, thus helping it identify market opportunities, to assess possibilities of using favourable circumstances and to put into practice strategies in order to achieve their own objectives. Devising strategies within the marketing planning process starts from the initial strategy the organisation adopted, in agreement with its mission and objectives. Compelled to adapt itself to its enviroument and to the changes that take place, the education organization has to see in advance and all its actions should be subordinated to this vision, within marketing unitary policy.

Once the positioning strategy has been decided upon, it will be put into practice through a marketing mix, dwells upon the mix elements that define the education organizations supply within the target market. The mix must be concieved in such a way that customers should perceeve it as unique and of higher quality than the competitors'.

Audited training programs supply answers but partially to the training needs at employment level. The most efficient form of relating training contents to workforce market needs is achieved when the training is done on economic agents" request and in service or when training suppliers cooperate with companies in different fields of activity. In-service training is the most frequently used form of training, as it is not very expensive though inevitable, requested by the activity development itself.

On the contrary, in Romania, the professional training supply tends to focus on complete qualification programs or general competence development programs. Moreover, the professional trainind supply is still fragmented as it addresses more to persons than to economic agents, thus being oriented on precise requests of workforce market.

Unlike in other domains of activity, in the education field several macro and microeconomic factors are involved in product design. They are MEN, CNCFPA, MMFPS, all the education organizations and customers. Relationships anong different partner groups, among the system components as well as relationship with customers directly affect service quality.

Quality is closely related to efficiency and adequate use of resources, therefore trainers lay stress on professional competence, presence of up-to-date logistics, adequate payment and the consequence of all these processes on education, whereas customers view quality in the light of interpersonal relations, of professional competence and technic and material equipment, and particularly, of the future possibility to find employment.

Price is a very flexible element of the mix because it can be quickly changed according to environment variables, unlike the other mix components (product characteristics or distribution).

Nevertheless, very few organizations, education institutions included, succeed in adopting adequate marketing policy because they are excessively cost oriented. Ordinarily, before deciding on the price, the management should define its role in the marketing strategy.

Taking a look at the geographic distribution of training suppliers audited according to the new legal stipulations we can easily see it is not well-balanced, just like the distribution according to the supplied type of program, since the largest number of programs aim at qualifying, not to mention the fact that in rural areas there are very few training suppliers. Therefore the adult training centres network is still underdeveloped from the point of view of geographic distribution, infrastructure and equipment, as well as the number of qualifications it supplies training. Financing this domain will develop the training locations, the equipment acquisitions, modernization of existing centres, will enable the people looking for employment to increase and diversify their professional abilities and will enhance the acquiring of new qualifications to answer the market demands.

As the marketing objective of education organizations differ from that of organizations using the 4 or 7P marketing, we extended the elements adding projects and partnerships because education organizations are group social organization models, they are suppliers and promoters of social values (involvement, adopting opinions or behavionr, etc). In order to achieve these objectives it is necessary to develop new programs which should lead to rendering the involved institutions and people conscions, to changing their attitude towards increasing their motivation to participate in lifelong professional training and in lifelong learning. All these mean mass-media campaigns aiming at target groups, regular publication of materials on professional training that are relevant for the factors involved, seminars, conferences, training programs. These new programs aim at people, employers, decision-makers at different levels (national, regional, local) and focus on professional training benefits on career development (by more easily finding employment, upper-level payment, increased geographic and occupational mobility on national and European workforce market, entrepreneurial location development), on company competitivity and productivity increase on a globalized market, as well as on the evolution of the Romanian society towards a knowledge-based society.

The organization strategic options for promotion aim at product approach (global or an components), target segments and promotional environments. Rendering the education organizations conscions about the staff role called for its marketing approach, therefore the internal marketing concept was introduced in specialized literature and practice. In staff-based services, it has a very important part because the way the service quality is perceived, most often than not depends on their education, behaviour and availability. That is why the staff is the subject of specific strategies that lay stress on recruiting, selecting and employing the best staff, on lifelong training, its motivating, as well as communication enhancing inside the organization. As for the staff, they have to consider the customers their allies in the effort of permanently improving their activity. Thus this process becomes the main objective supplier of customer service experience. Knowing this, a successful supplier will consciously turn this process into the marketing mix most spectacular element. Partnerships an projects are key factors in ensuring the success of many an organization. They call for initiating and maintaining strategic horizontal and vertical relationships with different organizations.

The importance of using educational marketing within education institutions is emphasized, i.e. comparing the education institution actions to the assumed aims, objectives and mission. The use of marketing tools allows us to conceive educational products suitable for the reality of the environment the education service customer develops in, and the customer will benefit from these products. There is many an institution that make decisions about devising educational products withont making any connection between what the institutions supply and what the society demands, and this leads to a lack of efficiency illustrated by present results.

The conclusion is that a high level of education people get when graduating general training or speciality training courses is not enough as the knowledge they acquire during these school years become obsolete very soon. Therefore we live in an age of globalization and witness the appearance of new types of relationships between a company and its environment. Both the existence and evolution of the 3-rd millenium company are marked by the impact of informational and telecommunicational technology.

In order to fully use the benefits of the training courses regarded as a continuons process, both the Romanian manager and the Romanian employee must equally go the long way from perceiving it as a necessity to approaching it is a priority. The organization managing team must not only be convinced of the necessity of this activity but also support it accordingly, by creating and maintaining a propitions atmosphere of systematic and permanent education/training, in order to permanently increase the professional level of their subordinates.

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