

The Utilisation of Marketing to Support the Strategic Development of Educational Institutions and the Continue Training of Adults

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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.

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In the last decade of 20's and the first of the 21's, the educational systems and training, the policies in this area suffered many and usually converged changes. European Council directives and/or the European Commission of the European Parliament, their recommendation, generations of programmes for education and training put into practice, focalized, or certain subsystems of education and training, or some focus groups – under normal circumstances the most underprivileged on the labor market – the forced promotion of new mechanisms and instruments adequacy of educational systems demands of life have generated some progress in educational plan.¹¹⁸ In consequence the education and training have simultaneously become aspects of some strategies, programmes and respectively major instruments of accomplishing their objectives¹¹⁹.

The ambitious goal, the one in the 2010, the European Union will become the most competitive and dynamical economy based on the worldwide knowledge, capable of a sustained growth with more and better jobs and greater social cohesion situated in the center of EU lifelong learning, to each Member.

Substantiation marketing policy is a complex process, where we should beneficiary interests (first of all), alongside those of the holders of the workforce. In our country the educational policy is developed differently, according to the level the educational process that is taking place, but all of them must to keep in mind that the educational policy of the ministry. Considering the economic social dynamism lately, competition in the education market through the establishment of private education and the need to adjust to the European education, it requires a decentralized approach to education enabling the creation of specialized structures and the integration of educational marketing profile of the institutions.

For schools, the marketing policy is made in consultation partial school inspectorates (on

¹¹⁸ Panagoret, D.M, Panagoret, A., A., Coporan, C, *The Impact of Educational Management on the Educational Process Quality in the Context of School Education Decentralization*, Valahian Journal of Economic Studies, vol. 5 (19), pp. 45-50, issue 2, 2014

¹¹⁹ Not accidentally, the frontier between the two centuries, in 2000, in the preface of "Key Data on Education in Europe" is: quality of education and lifelong learning is at the heart of the debate in the community and is one of the priorities of EU action for half of Europe's citizens. At the beginning of the third millennium, education and training are intended to become an essential investment for the future of societies and a key area for cooperation between European countries. The EU firmly believes that such cooperation will be further enhanced and enriched, and the existence of credible indicators and comparabiliasupra education systems is of vital importance (Vivianne Reading, Pedro Solbo Mira, 2000, s.n.).

school plan profiles, specializations and professions), but in terms of curricula, syllabi and specific activities, the foundation and the adoption was done at the ministry level.

A real policy of educational marketing can be established only if analyzed correctly: market dynamics (increase, maintain or decrease); market structure (indefinite differentiated or concentrated); market changes (active, adoptive or positive); market requirements (high, medium or low); competitive level (affective defensive differentiated or tolerant).

The results achieved through marketing such a policy can constitute a database for control and self-regulation of education or initiation of reforms that would be necessary. Marketing policy objectives set by the school organization aims to:

- Attracting the target group;
- Fundraising;
- Improving the image of the institution;
- Awareness of the importance of education in shaping human personality in training.

Regarding strategic alternatives¹²⁰ that school organization envisaged, they may cover:

- Conversion application in the situation when the target group denied his involvement in the educational activity (such as the Roma minority who through social programs promoted by the state is urged to attend school);
- Stimulate demand if the desired orientation of a particular group to different qualifications / specializations (desirable for the purpose of education to be qualified and specialization required in the labor market);
- Application development where demand is latent and can be satisfied only by the emergence of new courses or new specializations;
- Remarketing site, where demand for specific skills / specializations is declining (eg, because of change in the name of specialization of "merchant-merchandise" in "technician in procurement and contracting" is a decrease in demand for these types classes);
- syncromarketing, where demand is fluctuating, which was not encountered in the education market;
- Maintenance of the application when it is complete (where appropriate schools and high schools for admission seats out pretty fair high school is filled quickly, in which case the school actions maintaining or increasing quality of education);
- Demand reduction - demarketing, where demand is excessive. It can be achieved if the school is considered an elite and thus will promote and stimulate demand only for students who meet the requirements great intellectual;
- Request undesirable - antimarketing, and aimed at the "destruction" of an application that could prejudice the school situation unmet Romanian education system, as state policy aimed at accession and the right to education for all citizens.

Chosen strategies may take into account the:

- Determined attitude of competitors, similar organizations (schools of the same profile or organizations that organize training), owned by highlighting strengths relative to their,
- Or the type of image you want to promote (elite school - highlighting the educational outcomes of students, school innovation - promoting new methods in the educational activity, school applications - where self pilot within National Reform Programmes etc.)

Of all the strategic options that the organization could adopt, one related to promoting the image of my educational institute its harder and its results less quantifiable.

The concept of social marketing involves customer satisfaction in line with those of the organization, but also those of society as a whole. "This concept compels marketers that when developing a policy on the market, consider the following three reasons: company profits, consumer satisfaction and public interest."¹²¹ If the general concept of marketing aims customer satisfaction and profit, social marketing objectives to ensure both consumers and producers in the long term. Practice has shown that organizations that have adopted social marketing have been successful in business, by increasing social responsibilities, ethical and professional.

If educational marketing, education sector specificities their mark even once the foundation is marketing policy. This is the cause that gave rise to the concept of "societal marketing". Sica Stanciu¹²² believes that this new alternative marketing was driven by the need to avoid conflicts that

¹²⁰ Ph. Kotler - The Major Task of Marketing Management - Journal of Marketing, vol. 37, october 1973, p. 42-49 în A. Jolibert; P.L. Dubois - Marketing. Teorie și practică - vol.1, Imprimeria Ardealul, Cluj Napoca, 1994, p.39

¹²¹ Kotler, Philip, Principles of Marketing, 3rd Edition, Prentice - Hall, Inc. Englewood Cliffs, New Jersey, 1986, p. 61

¹²² Stanciu, Sica, Bazele generale ale marketingului, Universitatea București, 2002, p. 8.

may arise following the implementation of the concept of marketing between consumer demands, interests of organizations producing goods and services and long-term welfare of society. Kotler says, when speaking orientation societal marketing, that "the main task here is to determine the needs, desires and interests of its customers and adapt institutions to give them the satisfaction desired or to enhance consumer welfare and society-term long."¹²³

Formation of educational marketing is based on some specific characteristics determined by content and services, its object, concepts, techniques and methods, the complex relationships that occur in consumer and provider and system for the creation and delivery of services.

Education broadly, and training, in particular¹²⁴ has several features that lead to the need to address to educational marketing from their perspective:

- Education is the intangible nature - educational services can not be seen, tasted. Equally hard to do it and the marketing mix. Intangible nature makes it difficult to estimate the price and quality of the educational services.

- Education is inseparable character - educational services can not be separated from the person they render. It personal touch and the sale can not be done only by teachers, trainers, instructors practice or service.

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Heterogeneity makes it difficult to ensure quality of education even though they have made progress in this area.

- Perishable - educational services can not be stored and stored. Education is of value only when the formability is present.

- Property - customer has access to the educational activity, but does not have ownership. The beneficiary will walk away with a diploma / certificate of qualification but not with the right to redeem (sell) in their own knowledge, information acquired.

Beneficiaries at central and local level.

Continuing education system in Romania has benefited from a rigorous assessment, opportunity and efficiency programs developed to date. That is why most programs were left without a completion field and had to be abandoned or, at best, to be held in reserve. Among the methods recommended in order to achieve this task in good conditions are available at regional level specifications that organizations complement and study requests from firms and individual requests.

The main categories of beneficiaries are organizations, disadvantaged groups and individuals. If the category of organizations and disadvantaged people (unemployed, disabled, minorities prone to illiteracy, etc.) were undertaken several studies to determine the extent to which they are looking to continue training system, for the third category does not exist no evaluation. It also analyzes conducted so far mainly take into account formal training, skills, and for other classes of training methods there is little or no data. For these reasons, the development on a sound system, it may be advisable in the future to conduct an analysis on the basis of a real situation, so that decisions can be based.

The resources available at each institution.

An accurate and realistic assessment of the resources available to educational institutions and training organizations of human resources is a necessary but not sufficient for success. Resources are recommended to be evaluated at the level of the material available or perspective, as well as the teaching staff. Assessment of the capacity of the latter is not necessary to achieve the level of skills, because they are not questioned, but the level of availability, openness to new. To achieve continuous training programs, with all its peculiarities, the use of teaching materials and new methods, leading to a significant effort.

Financial resources can only come from the public sector. In fact, this is only a fraction of the need. The main source of funding for continuing education system are individuals, followed by organizations and donations, sponsorships, loans and grants. For them there is a coherent and centralized evaluation. Each body evaluates its financial resources, but not yet nationally consistent approaches have been taken to coordinate research and development of a centralized situation of all

¹²³ Kotler, Philip, Fox, Karen, Strategic Marketing for Educational Institutions, Englewood Cliffs, New Jersey: Prentice Hall, 1995, p. 11.

¹²⁴ Kotler, Philip, Managementul marketingului, Editura Teora, 1997, p. 585-593.

categories of funds available. Such action is extremely broad, and in turn requires the involvement of significant financial and human resources, especially since the funds come from different industry sectors in different weights and with different legal regimes. However, in order to develop a coherent strategy is needed existence of even a forecast.

Link to other bidders in the field

Thanks to the measures that should be adopted to achieve the quality standards required, contrary to competition law, be cooperation between the institutions involved in the training. From the supply side can mention other educational institutions, public or private, professional organizations and foundations involved in the field, specialized structures within central administration organizations, private not have the object of training, and other external organizations. The beneficial cooperation at present is that those firms with universities and specialized foreign, with the advantage of providing an extra level of quality and recognition of training offered and received. Currently steps are taken to strengthen the special links with social partners and external organizations assess their progress being made through various reports submitted to the competent institutions of the European Union.

Structural and institutional adjustments necessary developments. From this point of view, advantaged educational institutions tradition. These and other large institutions have created a specialized structure for training as a department, directorate or center. A weakness is that sometimes are created structural parallels even in the same institution, creating internal competition and doubling effort to ensure resources.

Among the strategic objectives of the training programs in Romania can be remembered¹²⁵:
Update knowledge and professional skills - Individualization is recommended continue to conduct training programs by restructuring organizational forms, the selection, volume and activity of updating the knowledge of pedagogy. Among the ways of achieving this goal may include: observing the new content of trades occurring on the labor market and those who required significant changes and adjusting programs accordingly, determining certain regional needs and program punctual to answer as better their performance so crearede laboratories to benefit from workforce acquisition techniques and leading-edge etc.

Retraining - The role of professional conversion, as has been noted, is to prepare employees whose employment contract was terminated to obtain jobs, which often requires a different skill. In this case, we recommend a different approach to those jobs that require higher education or environment, changing between occupational qualification within the same family and one that requires placement in another. If a job requires higher level studies or the need to change the family occupational training indicated that ends with a recognized award, preceded by a prior knowledge validation. In other cases, simply follow internships completed, possibly with a certificate stating the level of knowledge that was enough. A useful tool in the conversion work can be closely tracking the restructuring of organizations. Knowledge of a plan or even the main lines of the process can be useful and allow appropriate adjustment of the conversion stages.

Preventing the effects of technological change - The target population of these internships is the employees of organizations operating with leading technology (eg the computer industry), and those whose companies are undergoing a massive refurbishment. To these should be undertaken very flexible training programs, to adapt their pace of life and work.

Promotion - This training is for employees, and those who are not yet employed in the work, so to be given the opportunity to obtain a higher qualification, which in turn allows them easier acceding to a job.

Conclusion

Implementation and development of strategies for lifelong learning remains a major challenge. Strategies are coherent and comprehensive only in certain cases and some still focus on specific sectors or target groups rather than the full life cycle. To be effective, these strategies need to cover sufficiently long time periods, provide opportunities for all ages and be constantly reviewed and developed. To enhance their relevance and impact, and to motivate individuals to participate in learning, it is necessary a more active involvement of stakeholders and better cooperation with policy sectors other than education and training. A key issue in the current economic crisis is the lack of

¹²⁵ Bîrzea, Cezar (coordonator), Dezvoltarea Educației Permanente În România, Ministerul Educației Naționale, Consiliul Național de Finanțare a Învățământului Superior, Editura Alternative, București, 1998, pag.6-60

adequate mechanisms to enable strategic allocation of scarce resources, and consideration of new requirements and skills¹²⁶.

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¹²⁶ Jurnalul Oficial al Uniunii Europene, C 117/1, 2010;