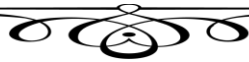


**THE SPECIFICATIONS OF THE EDUCATIONAL MARKETING
AS A RESPONSE TOOL TO THE MARKET NEEDS**

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Abstract: The radical transformations that have occurred in Moldovan society over the past two decades and the intensification of current processes in the field of employment (the gradual disappearance of old occupations and the emergence of new professions, increasing mobility,



unemployment, expanding alternative forms of employment labor, strong and multidimensional labor market segmentation) requires the rapid development of new approaches, modern mechanisms and more efficient measures to address human resource and labor management issues. Labor market developments have a direct impact on job offer formation, which is why the processes taking place on this market over time will be grounded in the processes that take place in the education system as a force provider the work.

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Solving these problems can be facilitated by applying the concept of marketing in the context of the relationship between the two markets: the labor market and the educational market. Recognizing the requirements of both markets in their interdependence, with the development of an appropriate marketing mix, can contribute to the accessibility of education for each segment of consumers and to the satisfaction of labor demand in different socio-economic areas.

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Speaking about job offer formation, we refer to the process of education through which students acquire the skills needed to work in a given field. From this perspective, one of the basic objectives of education is professionalism regarded as the dominant mode of socialization that directly or indirectly determines or conditions all other aspects of the social integration of the individual. In other words, education is equivalent, as a finality, to professional qualification, a field in which the education needs manifest in the most direct way and are imposed as a specific constraining force. This is because, unlike the needs of intellectual, moral, aesthetic, physical education, etc., the needs of professional education are formed and act within the relation between the educational system and the real social environment, being more dependent on the requirements formulated outside the system of education by individuals and society.

From this point of view, professionalisation becomes very important, as it synthesizes in fact the whole educational path of pupils and students, being the goal of both the educational institution and every individual on the educational path. The pre-school education levels (primary, secondary, high school) would somehow lose the meaning if they were not meant to form the basis of professionalization and the premise for designing the active professional and social insertion of graduates.

What should be the strategies of educational institutions under these circumstances? Should they reduce the registration rates and, implicitly, the extra-budgetary revenues that ensure the functioning of institutions or should they continue to "produce" specialists who have no options but to become unemployed or to engage in work that does not correspond to their qualifications? In both of the cases we will find irresponsible decisions for the institution and for the staff. In the context of a competitive education supply market, it may happen that the "responsibility" of an institution concerned with the synchronization of training needs with labor demand is in favor of another, "less responsible", which will focus more on own interests and also on the interests of the consumer of education.

Obviously, a generally valid solution is to establish at the system level some input proportions in line with the labor market demand, with the institution's tuition capacity, but this would imply that all the institutions in the system are controlled, which is difficult to achieve and, under some aspects it is




unrecommandable, as there are no financial levers to support such a policy. The management solution for the educational institution in the given situation is to conduct a detailed and relevant marketing analysis to identify the trends in the real plan of education needs, to develop diagnostic and prognostic studies that will underpin marketing strategies aimed at adapting the institution to the needs of education continuous change. It is important to note that the analyzes themselves are not sufficient and will not ensure the synergy of the processes that take place in the education and labor market. Adaptation involves flexibility, responsiveness, anticipation of needs. An important lever of action would be the quality management, which determines the comparative advantage by which the institution can attract, maintain or expand the segment/demand segments on which it focuses.

The vision of educational marketing requires the analysis of the needs of professional education that manifests itself as a constraining force of the educational institution: the actual demand for studies, either at the entrance, when it is manifested by the number of candidates accessing a program (specialization) or by the exit of specialists on the labor market. The two ways of expressing the needs of vocational education are not the hypotheses of the same type of needs, but are essentially two different segments - as origin and action. Higher demand on the exit of the specialists on the market work does not necessarily lead to an increase in the number of entries for that specialization. Conversely, high entry demand can be maintained at high rates for a long time, even if the respective specialization is in surplus.

The relationship between education and employment, as well as the transition from school to work, have been the subject of important research over the last decade in the context of the EU's Framework Program 5. The research conducted led to the formulation of conclusions, which in turn can serve as a basis for determining the specifications of the educational marketing from the perspective of the evolution of the labor market and the formation of job offers:

1. Changes in the education and labor market are caused by the rapid and autonomous technological changes of educational institutions.
2. The biggest changes in the labor market take place within the groups of professions and not between them.
3. Global economic processes and technological change do not necessarily work in the same way and with the same effects in different national / institutional regimes.
4. Continuous reassessment is required to update the objectives, strategies, content and ends of education.
5. The effectiveness of training young people for employment is measured in the qualifications they have obtained and requested by employers who opt for the best trained. Therefore, the system and institutional policy will focus on improving qualifications and ensuring a minimum quality standard (legitimated by employers or labor market needs) as well as approaching the individual educational/development needs of customers.
6. From too much attention to efficiency and too little on equity, cost-benefit analyzes are often neglected from a social, psychological and educational point of view.
7. The theoretical/conceptual models for interventions on the transition from school to work are not comprehensive and effective.
8. The transition from school to work has the tendency to focus exclusively on looking for and getting a job. While in the point of view of the marketers it has to be identified even other domains, such as the duration of the search period, the difficulties during that period, the solutions for risk elimination, migration, guidance and counseling, the relative effectiveness of active labor market programs in different systems, etc.

We find, therefore, that education is a necessary, but not sufficient, condition for an individual to get a job that will reward him and stimulate his career growth. Together with training, opportunities to acquire skills required by the economic environment, continuous training for the improvement of



professional qualification, it is important the macroeconomic stability, the attractive investment climate and other factors that determine the rhythmical and harmonious development of the labor market. Promoting specific educational marketing strategies for training the job offer not only assures the individual with a job appropriate to his/her qualifications and aspirations. As a lasting effect, the role of education must be seen in a wider macroeconomic context, contributing to poverty reduction, revenue growth, and the rise of the country's economy in general.

Thus, the most recent European Union document "Council Conclusions on the Role of Education and Training in the Implementation of the Europe 2020 Strategy" emphasizes that education and training play a fundamental role in achieving the objectives of securing citizens with the skills and actions that the economy and European society need to remain competitive and innovative. This desires the education systems and each educational unit in part to establish, according to the European recommendations, an agenda for new skills that will increase the employability. Progress needs to be made to identify training needs more accurately, to increase the relevance of education and training. The transition to qualifications systems based on the learning outcomes and greater validation of competences and skills acquired in formal and non-formal contexts are also particularly important for improving employability.

We conclude that the training of new competences within the education system is a priority and a real challenge that can be achieved through the engagement of all the subjects involved: governmental factors, local authorities, employers, education and training providers, individuals. In the long run, this goal will ensure the construction and sustainability of a lasting and innovative economy.

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