Education - Major Component of Culture with Defining Role In The International Marketing Activity

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Education is considered to be a major component of culture, with an important role in transmitting knowledge, ideas and beliefs from generation to generation, especially nowadays, when information is vital for our society. At the same time, education can highly influence the strategic orientation of any company which activates on a global market, by forcing it to adapt its strategies accordingly to some educational indicators such as: the level of alphabetisation, the role of women in that society (are them accepted or not), the general state of the educational system or the adoption of the concept of *lifelong learning*.

It is well known that the educational system of a country largely reflects its cultural development. That's why the aim of this article is to highlight the defining role of education on the economic development, the consumer behaviour and, furthermore, on the strategic orientations of companies that activate on the Single European Market.

1. Introduction

Culture is reflected within society through all its components, such as religion, language, history and education. All these elements are designed to influence - directly and indirectly - both the ***consumer***, when he is in position to choose among a multitude of goods and services the one that best suit its needs, and the ***companies***, forcing them to build marketing strategies according to the culture of the target market.

The way in which these strategies are build at organizational level, depends on each company in part, on its activity, on the product referred and obviously, on the target consumer. Typically, there are taken into account, in the first place, those elements of culture that influence directly and immediately the marketing policy developed by the company and could adversely affect the expected results, such as *language, religion and consumer typologies*. All these are globally recognized and

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naturally taken into account by any company wishing to penetrate markets other than the national one[1].

The concept of culture is much more complex and comprehensive, based on other components that indirectly influence an organization's strategy and which, in the long term, put their mark on the way of action of the consumer and, therefore, on companies' decisions. One of these components, which is analyzed and this article, is ***education***.

Education is seen as a process through which are transmitted a series of values, ideas, attitudes and knowledge through families primarily and subsequently through schools. This process's purpose is the transmission of culture and existing traditions to the new generation, promoting cultural progress and evolution of society as a whole.

2. Education indicators

To determine what is the degree of development of education, there are usually used a series of indicators such as *literacy rate, education expenditure, the ratio between women and men in terms of access to education, population segmentation by age groups and cycles school,* etc.. Moreover, even at international level, has been set up a system of indicators that make it easier to collect data and make their interpretation. Thus, the **International Standard Classification of Education (ISCED)** is the basis for international education statistics, describing different levels of education, as well as fields of education and training.

The current version, ***ISCED 97***, distinguishes seven levels of education[2]:

- ***ISCED level 0***: pre-primary education – defined as the initial stage of organised instruction; it is school- or centre-based and is designed for children aged at least 3 years;
- ***ISCED level 1***: primary education – begins between 5 and 7 years of age, is compulsory in all countries and generally lasts from four to six years;
- ***ISCED level 2***: lower secondary education – continues the basic programmes of the primary level, although teaching is typically more subject-focused; usually, the end of this level coincides with the end of compulsory education;
- ***ISCED level 3***: upper secondary education – generally begins at the end of compulsory education; the entrance age is typically 15 or 16 years and entrance

[1] Among the most popular global consumption habits we include: banning a certain type of meat consumption (the Muslim do not eat pork, the Indians do not consume beef) on religious grounds or inclination towards the consumption of certain foods (the Mediterranean, the north European, Asian area, etc..).

[2] Europe in figures – Eurostat yearbook 2009, ISSN 1681-4789, p. 179

qualifications and other minimum entry requirements are usually needed; instruction is often more subject-oriented and typical duration varies from two to five years;

- ***ISCED level 4***: post-secondary non tertiary education – straddles the boundary between upper secondary and tertiary education; typical examples are programmes designed to prepare pupils for studies at level 5 or programmes designed to prepare pupils for direct labour market entry;
- ***ISCED level 5***: tertiary education (first stage) – entry normally requires the successful completion of level 3 or 4; includes tertiary programmes with academic orientation which are largely theoretically based and occupation orientation which are typically shorter and geared for entry into the labour market;
- ***ISCED level 6***: tertiary education (second stage) – leads to an advanced research qualification (Ph.D. or doctorate).

2.1. Division of population by school cycles based on ISCED indices

A comparative situation between the years 2003 and 2008 in EU countries is reflected in the table below - **School enrolment and levels of education.**

2.2. Literacy rate

The literacy process, as defined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) requires the ability "to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with different contexts. Literacy is a continuous learning process which allows individuals to achieve their goals, develop skills and potential, and participate fully in their community and society in general."

The situation in the European Union member states concerning the literacy rates is presented in ***Table 2***:

One can easily observe that over the whole European Union in 2006, was recorded a literacy rate of 94.8%, reaching up to 99% in the Nordic countries and central EU countries with a higher degree of illiteracy in: Malta - 7.6% Portugal - 5.1%, Greece - 2.9%, Romania - 2.4% Spain - 2.1%, Bulgaria - 1.7%, Italy - 1.1%.

2.3. Education expenditure

It is undisputed that the educational systems in the European Union member countries put a high emphasis on the accumulation of knowledge. However, currently these systems differ from one country to another by the size of budget for this activity, the relationship between church and state in education, the public and private sectors, ages of entry into various courses, programs or content while carrying out the educational process.

Table 1 - School enrolment and levels of education

Breakdown of total number of pupils and students (% of total)

	Total (ISCED 1-6) (1 000)			Primary level of education (ISCED 1)			Lower secondary level of education (ISCED 2)			Upper and post- secondary non-tertiary education (ISCED 3-4) (2)			Tertiary education (ISCED 5-6)		
	2003	**2008**		**2003**	**2008**		**2003**	**2008**		**2003**	**2008**		**2003**	**2008**	
EU-27	97.027	#####		29,9	30,4		24,6	23,8		:	25,3		18,3	20,4	
Belgium	2.373	2.428		32,1	30,2		17,7	13,7		34,3	39,5		15,8	16,5	
Bulgaria	1.274	1.142		26,1	23,0		27,3	23,2		28,4	30,6		18,1	23,2	
Czech Republic	1.928	1.855		29,4	24,8		26,5	23,3		29,2	30,7		14,9	21,2	
Denmark	1.069	1.152		39,3	35,6		21,0	21,4		20,9	22,9		18,9	20,0	
Germany	14.525	#####		22,7	23,0		39,0	35,6		22,3	24,9		15,4	16,0	
Estonia	298	258		33,6	29,0		22,3	18,8		22,8	25,7		21,3	26,5	
Ireland	1.001	1.053		44,7	46,2		17,5	16,5		19,6	20,4		18,1	16,9	
Greece	1.961	2.009		33,3	31,7		17,4	17,1		20,7	19,5		28,6	31,7	
Spain	7.382	7.615		33,7	36,3		26,7	25,8		14,6	14,5		24,9	23,4	
France	11.884	#####		31,9	33,7		27,6	26,4		22,0	22,2		17,8	17,6	
Italy	9.266	9.510		30,0	30,1		19,8	18,5		29,5	30,2		20,6	21,2	
Cyprus	146	148		43,1	38,3		22,5	22,1		21,8	22,3		12,5	17,3	
Latvia	506	431		20,4	27,2		34,8	19,2		21,3	23,9		23,5	29,7	
Lithuania	807	738		22,7	18,4		41,6	37,4		14,9	16,5		20,8	27,7	
Luxembourg	73	80		46,8	44,4		23,1	24,5		26,0	27,3		4,2	3,8	
Hungary	1.968	1.873		23,6	21,1		25,6	24,0		31,0	32,8		19,8	22,1	
Malta	79	74		40,3	36,2		36,7	34,9		11,6	16,2		11,4	12,8	
Netherlands	3.239	3.380		39,8	38,0		24,4	22,8		19,5	21,4		16,3	17,8	
Austria	1.429	1.468		26,6	23,0		27,5	26,0		29,8	31,6		16,1	19,4	
Poland	9.077	8.168		32,9	29,1		19,0	18,0		26,3	26,4		21,8	26,5	
Portugal	1.962	2.109		39,9	36,7		20,1	25,0		19,6	20,5		20,4	17,9	
Romania	3.915	3.904		25,3	22,2		30,8	23,7		27,4	27,1		16,4	27,1	
Slovenia	408	388		21,4	25,6		22,7	17,3		31,0	27,4		24,9	29,8	
Slovakia	1.104	1.059		24,5	21,2		34,5	29,3		26,7	27,8		14,3	21,7	
Finland	1.193	1.251		32,9	28,6		16,3	16,2		26,3	30,5		24,5	24,7	
Sweden	2.119	2.023		36,6	33,0		18,5	19,7		25,4	27,2		19,6	20,1	
United Kingdom	16.043	#####		28,0	35,2		14,6	19,3		:	27,0		14,3	18,4	

(1) Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm). Source: Eurostat (tps00051 and educ_enrl1tl)

Table 2. Literacy rates in the European Union

No.	Country	Literacy rate (%)
1	Austria	99.0
2	Belgium	99.0
3	Bulgaria	98.3
4	Cyprus	97.7
5	Czech Republic	99.0
6	Denmark	99.0
7	Estonia	99.8
8	Finland	99.0
9	France	99.0
10	Germany	99.0
11	Greece	97.1
12	Hungary	99.4
13	Ireland	99.0
14	Italy	98.9
15	Latvia	99.8
16	Lithuania	99.7
17	Luxembourg	99.0
18	Malta	92.4
19	Netherlands	99.0
20	Poland	99.3
21	Portugal	94.9
22	Romania	97.6
23	Slovakia	99.0
24	Slovenia	99.7
25	Spain	97.9
26	Sweden	99.0
27	United Kingdom	99.0

Source: Human Development Report 2009

Generally the public sector funds the education either by bearing directly the current and capital expenses of educational institutions (direct expenditure for educational institutions) or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfers to private households and firms). Both types of transaction together are reported as total public expenditure on education. A more detailed view of the size of the budget for education sector can be seen in ***Table 2 - Total public expenditure on education as a percentage of GDP. (2007)***

	Public expenditure (% of GDP)			Private expenditure (% of GDP)			Expenditure on public and private educational institutions per pupil/student (PPS for full-time equivalents)	
	2002	2007		2002	2007		2002	2007
EU-27	5,10	*4,96*		*0,60*	*0,72*		*5.307*	*6.251*
Belgium	6,10	6,02		0,36	0,34		6.574	7.264
Bulgaria	4,03	4,13		0,69	0,62		1.575	2.290
Czech Republic	4,32	4,20		0,24	0,51		2.947	4.452
Denmark	8,44	7,83		0,28	0,53		7.379	8.595
Germany	4,70	4,50		0,87	0,69		6.058	6.752
Estonia	5,48	4,85		:	0,32		:	3.675
Ireland	4,29	4,90		0,28	0,24		4.940	7.172
Greece (2)	3,57	:		0,17	0,26		3.549	4.485
Spain	4,25	4,35		0,54	0,61		4.850	6.773
France	5,88	5,59		0,56	0,53		6.161	6.928
Italy	4,62	4,29		0,35	0,40		5.736	6.205
Cyprus	6,55	6,93		1,40	1,27		5.495	7.708
Latvia	5,71	5,00		0,82	0,56		2.267	3.666
Lithuania	5,84	4,67		:	0,45		2.012	3.174
Luxembourg (3)	3,79	3,15		:	:		:	:
Hungary (4)	5,38	5,20		0,55	0,54		:	3.995
Malta (5)	4,38	6,31		0,61	0,38		3.448	6.437
Netherlands	5,15	5,32		0,89	0,90		6.780	7.891
Austria	5,72	5,40		0,38	0,48		7.692	8.695
Poland	5,41	4,91		0,64	0,50		2.507	3.226
Portugal	5,54	5,30		0,09	0,46		4.191	5.125
Romania (6)	3,51	4,25		0,16	0,50		:	1.438
Slovenia	5,78	5,19		0,83	0,73		4.930	6.055
Slovakia	4,30	3,62		0,20	0,53		2.032	3.122
Finland	6,21	5,91		0,13	0,14		5.707	6.682
Sweden	7,43	6,69		0,17	0,16		6.743	7.907
United Kingdom	5,11	5,39		0,89	1,75		5.708	7.972

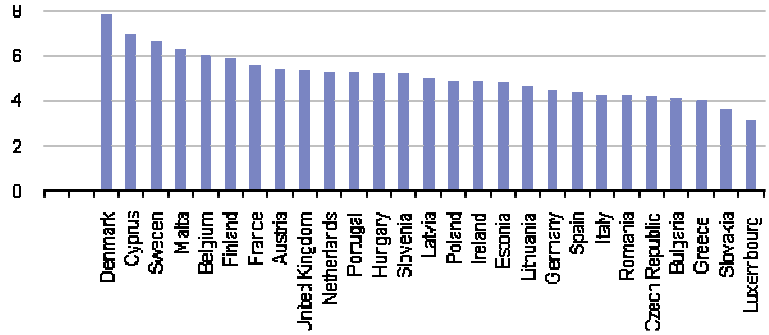
(1) Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_esms.htm).
(2) 2005 instead of 2007.
(3) Excludes tertiary education.
(4) Private expenditure and expenditure per pupil/student, 2006 instead of 2007.
(5) Private expenditure and expenditure per pupil/student, break in series.
(6) Expenditure per pupil/student, 2005 instead of 2007.
(7) 2006 instead of 2007.
Source: Eurostat (educ_figdp, tps00068 and tps00067), UNESCO, OECD

Public expenditure on education in the EU-27 in 2007 was equivalent to 4,96 % of GDP – down from 5,04% in 2006-, while the expenditure of both public and private sources of funds on educational institutions amounted to 5.7 % of GDP. The highest public spending on education was observed in Denmark (7,8 % of GDP), while Sweden (6,7 %), Cyprus (6.9 %), Malta (6,3 %) also recorded relatively high rates. Most Member States reported that public expenditure on education accounted

for between 4 and 6 % of their GDP, although the proportion of public expenditure on education fell to below 4 % of GDP in Slovakia[1].

The chart below shows more clearly all these elements.

Chart 1[2] - Public expenditure on education in the EU-27



Source: Eurostat

2.4 Educational attainment

Accordingly to data on educational attainment for 2009, 78.6 % of the EU-27's population aged 20 to 24 had completed at least an upper secondary level of education. The percent of women involved in education reached 81.4 %. In the same time, 14.4 % of those aged 18 to 24 (16.3 % of men and 12.5 % of women) were early leavers from education and training (previously called early school leavers), with at most a lower secondary education.

This share fell from 16.1 % in 2004, with large reductions in percentage point terms in Cyprus, Portugal, Bulgaria, Romania and Malta (see Table 3). The strategic framework for European cooperation in education and training adopted a benchmark

[1] http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-QA-10-038/EN/KS-QA-10-038-EN.PDF

[2]http://epp.eurostat.ec.europa.eu/tgm/graph.do?tab=graph&plugin=1&language=en&pcode=tsdsc510&toolbox=type

to be achieved by 2020 that the share of early leavers from education and training should be less than 10 %[1].

Evidently, there are some differences in education systems, such as the starting age of compulsory schooling, the length of programmes, pathways through the system etc., and so, the theoretical and typical ages when students complete upper secondary education can vary considerably among member countries. That is why different proportions of 20 to 24 year-olds may still be enrolled in upper secondary programmes and completes these programmes at a higher age[2].

3. The *Lifelong learning* concept

Currently, worldwide, education plays an increasingly important role, becoming virtually a strategic area that should be allocated with more public resources and in which more and more institutions and social actors should be involved. Moreover, in recent decades, the global education scene has been dominated by a new paradigm focused on competitiveness, the higher learning standards and service quality. It appeared, this way, a need for international comparisons and rigorous analysis, including national systems and, especially a new concept that defined all these global concerns - the *life-long learning* concept.

Lifelong learning might be defined as a personal or professional pursuit of knowledge throughout our entire lives that is both voluntary and self-motivated. On one hand, it facilitates personal development and social inclusion, and on the other hand helps competitiveness and employability[3].
We might consider that the characteristics of the lifelong learning concept are:

- It takes place all throughout life and in a wide range of situations.
- It is highly influenced by the constant scientific and technological innovation that has a profound effect on learning needs and styles.
- Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace).
- It takes place on an on-going basis from daily interactions with others and with the world around us.

At the European single market level, education plays a crucial role and is considered to be essential for the development of society and hence the economy.

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[1] http:/ /epp.eurostat.ec.europa.eu/statistics_ explained/index.php/School_enrolment_ and_levels_of_education

[2] http://circa.europa.eu/irc/dsis/employment/info/data/eu_lfs/LFS_MAIN/Related_documents/QP_Youth_Education_Level_Background%20document.htm

[3] http://www.ideadrivers.com/lifelong-learning.html

This is supported a series programs that are open to all the European Union member states citizens.

Table 3: Youth education attainment level and early leavers from education and training (1) (%)

	Youth education attainment level				Early leavers from education & training			
	Total		Male	Female	Total		Male	Female
	2004	2009	2009	2009	2004	2009	2009	2009
EU-27	77,1	78,6	75,9	81,4	16,1	14,4	16,3	12,5
Euro area	74,0	75,6	72,3	79,0	18,0	15,9	18,3	13,5
Belgium	81,8	83,3	80,9	85,8	13,1	11,1	12,8	9,3
Bulgaria	76,1	83,7	84,8	82,5	21,4	14,7	13,7	15,8
Czech Republic	91,4	91,9	91,6	92,3	6,3	5,4	5,5	5,2
Denmark (2)	76,2	70,1	62,2	78,4	8,8	10,6	13,2	7,7
Germany (2)	72,8	73,7	71,7	75,8	12,1	11,1	11,5	10,7
Estonia (3)	80,3	82,3	78,2	86,4	13,1	13,9	18,4	9,3
Ireland	85,3	87,0	83,4	90,5	13,1	11,3	14,4	8,2
Greece	83,0	82,2	77,8	86,9	14,7	14,5	18,3	10,6
Spain (4)	61,2	59,9	53,1	67,1	32,0	31,2	37,4	24,7
France	81,8	83,6	81,3	85,9	12,8	12,3	14,3	10,3
Italy	73,4	76,3	72,8	79,9	22,3	19,2	22,0	16,3
Cyprus (4)	77,6	87,4	84,2	90,2	20,6	11,7	15,2	8,8
Latvia	79,5	80,5	76,2	84,8	14,7	13,9	17,5	10,4
Lithuania (3)	85,0	86,9	83,0	91,0	10,5	8,7	11,5	5,7
Luxembourg (2, 5)	72,5	76,8	76,1	77,6	12,7	7,7	8,9	6,6
Hungary	83,5	84,0	82,1	85,8	12,6	11,2	12,0	10,4
Malta	51,0	52,1	48,2	56,7	42,1	36,8	39,7	33,6
Netherlands	75,0	76,6	72,1	81,2	14,1	10,9	13,1	8,6
Austria	85,8	86,0	85,8	86,1	9,5	8,7	8,5	8,9
Poland	90,9	91,3	89,3	93,2	5,6	5,3	6,6	3,9
Portugal	49,6	55,5	50,0	61,3	39,4	31,2	36,1	26,1
Romania	75,3	78,3	77,8	78,9	22,4	16,6	16,1	17,2
Slovenia (6)	90,5	89,4	86,2	93,1	4,3	5,3	7,2	3,2
Slovakia	91,7	93,3	92,6	94,0	6,8	4,9	5,7	4,1
Finland	84,5	85,1	84,4	85,9	10,0	9,9	10,7	9,0
Sweden	86,0	86,4	84,9	87,9	*9,2*	*10,7*	*11,9*	*9,5*
United Kingdom (4)	77,0	79,3	77,4	81,3	12,1	15,7	17,0	14,5

(1) Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/lfsi_edu_a_esms.htm); early leavers from education and training: based on annual averages of quarterly data.
(2) Break in series between 2004 and 2009.
(3) Female early leavers from education and training: unreliable or uncertain data.
(4) Early leavers from education and training: break in series between 2004 and 2009.
(5) Male and female early leavers from education and training: unreliable or uncertain data.
(6) Early leavers from education and training: unreliable or uncertain data.
Source: Eurostat (tsiir110 and tsisc060)

The overall objective of these programs is to contribute through lifelong learning to the development of the European Union as an advanced knowledge society with sustainable economic development, accompanied by a growth in quantity and quality of jobs and greater social cohesion, while ensuring good protection of the environment for future generations. Also, the programs promote mutual exchanges, cooperation and mobility between education and training within the European Union member states so that they become a benchmark of quality worldwide.

There are four sub-programmes which fund projects at different levels of education and training:

- Comenius for schools
- Erasmus for higher education
- Leonardo da Vinci for vocational education and training
- Grundtvig for adult education

Other projects in areas that are relevant to all levels of education, such as language learning, information and communication technologies, policy co-operation and dissemination and exploitation of project results are funded through the "transversal" part of the programme.

The European Framework for key competences of learning throughout life identifies and defines eight key competences required for the personal fulfilment, active citizenship, social inclusion and employability in a knowledge society:

- communication in the native language;
- communication in foreign languages;
- skills in mathematics and basic competences in science and technology;
- digital skills;
- ability to understand the process of learning;
- social and civic competences;
- spirit of initiative and entrepreneurship;
- cultural awareness and expression.

With a budget of nearly €7 billion for 2007 to 2013, the programme funds a range of actions including exchanges, study visits and networking activities. Projects are

intended not only for individual students and learners, but also for teachers, trainers and all others involved in education and training[10].

More, the programme includes Jean Monnet actions which stimulate teaching, reflection and debate on European integration, involving higher education institutions worldwide.

In the Single European market, the situation for the lifelong learning system in every member country is shown in Table 4, as percent of the population aged 25 to 64 who is participating in education and training.

Table 4: Lifelong learning (1) in the Single European market

(% of the population aged 25 to 64 participating in education and training)

	Total			Male			Female	
	2004	2009		2004	2009		2004	2009
EU-27	**9,3**	**9,3**		**8,7**	**8,5**		**10,0**	**10,2**
Belgium	8,6	6,8		8,7	6,4		8,5	7,2
Bulgaria	1,3	1,4		1,2	1,3		1,3	1,5
Czech Republic	5,8	6,8		5,5	6,5		6,0	7,0
Denmark	25,6	31,6		22,1	25,6		29,1	37,6
Germany	7,4	7,8		7,8	7,8		7,0	7,7
Estonia	6,4	10,5		5,1	7,6		7,5	13,2
Ireland	6,1	6,3		5,1	5,7		7,1	7,0
Greece	1,8	3,3		1,8	3,2		1,8	3,3
Spain (2)	4,7	10,4		4,2	9,6		5,1	11,3
France	7,1	6,0		7,0	5,6		7,1	6,4
Italy	6,3	6,0		5,9	5,6		6,7	6,4
Cyprus (2)	9,3	7,8		9,0	7,8		9,6	7,8
Latvia	8,4	5,3		5,7	3,6		10,8	6,9
Lithuania	5,9	4,5		4,2	3,6		7,4	5,4
Luxembourg (2)	9,8	13,4		9,5	13,4		10,1	13,5
Hungary	4,0	2,7		3,4	2,5		4,6	3,0
Malta	4,3	5,8		4,8	5,6		3,8	6,0
Netherlands	16,4	17,0		16,1	16,5		16,8	17,5
Austria	11,6	13,8		10,9	12,8		12,2	14,7
Poland	5,0	4,7		4,3	4,3		5,7	5,1
Portugal	4,3	6,5		4,1	6,2		4,4	6,8
Romania	1,4	1,5		1,3	1,3		1,4	1,6
Slovenia	16,2	14,6		14,8	12,9		17,6	16,4
Slovakia	4,3	2,8		3,8	2,2		4,8	3,3
Finland	22,8	22,1		19,2	18,5		26,4	25,9
Sweden (2)	:	*22,2*		:	*16,1*		:	*28,5*
United Kingdom (2)	29,0	20,1		24,9	16,8		33,1	23,3

[10] http://ec.europa.eu/education/lifelong-learning-programme/doc78_en.htm

(1) Refer to the Internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/lfsi_edu_a_esms.htm).
(2) Break in series, 2007.
(3) 2009 male and female rates, unreliable or uncertain data.
Source: Eurostat (tsiem080)

EU attaches great importance to lifelong learning in order to achieve the strategic objective (Lisbon 2000) of becoming the most competitive and dynamic economy based on knowledge in the world, capable of sustained economic growth with more and better jobs and that should be able to ensure stronger social cohesion[11].

4. Conclusions

From an economic perspective, the educational level of a nation is, therefore, a decisive factor in defining the nature of relations between economic agents and consumers to whom they are addressed within the national and global markets. This means that education throughout schools is formed in close connection to the level of education and literacy of the population of a country. The higher the educational level of population, the more it wants to be provided - for example - with a more comprehensive promotional communication, more elevated from the entrepreneurs[12].

This may affect the decision makers of multinational companies in various ways such as:

- Some products require complex usage instructions that need to be adapted to educational the level and understanding of the potential target market customers;
- If that target market has low literacy rate, companies are forced to choose packaging, labelling and, in fact, all their advertising programs, so that it would be more oriented toward the visual, in order to reduce the impact of educational flaws and that the product can still send the same message as in any other market.

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[11] Colan, G., Petcu, C., Colan, A. - LIFELONG LEARNING AND MARKETING STRATEGIES, The International Conference on Economics and Administration, Faculty of Administration and Business, University of Bucharest, Romania, ICEA – FAA Bucharest, 14-15th, November 2009, p. 196-200

[12] Adăscăli□ei, V. – 'Euromarketing', Ed. Uranus, Bucure□ti, 2005, p.83

- Exclusion of women from the educational act in certain environments requires additional efforts from companies in developing marketing programs that include actions so that is understood by both men and women;
- Educational level has influence on the marketing research because it requires qualified personnel in this field.
- Cooperation with distribution channels in that market also depends on the level of education of the members who compose them.

As shown, the activity of companies in various international markets is influenced from many points by education. Thus, to have success in any business, the companies should know the educational level of consumers on the targeted markets.

The main challenge when we discuss the transmission of social skills and civic spirit of initiative and entrepreneurship and cultural awareness, is overcoming the knowledge component. All those involved in education - whatever the level - must have multiple opportunities to take initiatives and to learn, to be open toward work, volunteer activities, sports and culture. These actions form the basis for innovation capacity building in order to find ways to integrate all citizens from disadvantaged environments. Opening educational institutions for awareness activities in collaboration with employers, youth, culture and stakeholders in civil society is important in this context.

There are increasingly more examples of promoting entrepreneurship through partnerships or through development of micro enterprises run by students. The exchanges show that such measures must be accompanied by actions of promoting initiatives, creativity and innovation in education.

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