

MARKETING EFFICIENCY OF SECOND CHANGE SCHOOLS, ITS APPLICATION AND USEFULNESS FOR LIFELONG LEARNING IN GREECE

Ioanna Tsarpa¹, Theodore Koutroukis²

¹ Ioanna Tsarpa, Postdoctoral Fellow, University of Aegean, Greece, e-mail: tsarpa@aegean.gr

² Theodore Koutroukis, Associate Professor, Democritus University of Thrace, Greece and Neapolis University of Paphos, e-mail: tkoutro@econ.duth.gr

Abstract: The use of potential results to further develop efficiency of marketing services for learning in SCS (Second Chance Schools) is the main purpose of this paper work. An overview of the marketing function in education is necessary at first, as part of the empirical research that will follow, examining whether the tools used in this phase to view the structures that are considered effective. That means that through these structures attraction for the people participating is achieved, for whom those studies would be beneficial. SCS aim to transform schools from a place of knowledge to a place where knowledge is produced. This request is geared to learning methods that add learners to their direct and active engagement in the learning process. Therefore, marketing helps educational organizations to identify the people's needs, to create and promote the right products / services that meet the above needs, to advertise the offered goods and develop their public relations and, finally, coordinate and control all actions required to achieve their goals. Since education relations with development in this work are studied at atomic level, manuscript explores whether these relationships can be affected by marketing policies.

Keywords: second chance school, Greek adult education, marketing efficiency

JEL Classification: M39, I29

INTRODUCTION

The Lifelong Learning Program (LLP) has an increasing interest the last decades. More specifically in Europe in the years 2007-2013 a lot of Second Chance Schools were established by Decision No 1720/2006 / EC of the European Parliament and of the Council of 15 November 2006 (Decision No 1720/2006 / EC) and was funded by the European Union with an amount of € 7 billion. This allowed many European citizens to take part in the learning experience, and a number of exchanges of trained, training visits as well as networking activities over the Internet were funded (Walding, 2011). This paper deals with the marketing perspective in lifelong learning (LLL), since one of the six research dimensions of the subject concerns the application of marketing in LLL and the calculation whether the application of marketing is or not efficient to attract trainees. For a service organization the marketing mix used in order to attract customers is however very important. In this field, traditional media (television, radio, press) have been enriched by new media and communication technology such as social media (Cao et al. 2009; Chen et al. 2011; Acker et al. 2011). Finally, the marketing plan, essential to arrange the necessary actions and steps for marketing efficiency in LLL, is presented. As Greece links its policies and objectives with those of the European Union, lifelong learning is a national political priority, as its strong link with employment, economic prosperity and full participation of the individual in society is of great importance. In this context, Greece continues corresponding similar programmes until 2020 following the common European Europe 2020 strategy aimed at smart, sustainable and inclusive growth, identifies lifelong learning and skills development as a particularly important policy tool to address

the current economic crisis, the ageing of the population and the wider EU economic and social strategy, in the context of globalisation.

1. LITERATURE REVIEW

1.1 Marketing services mix for LLL at SCS

Marketing includes various activity areas, which are directly linked to the type of organization (profit and non-profit business marketing), product type (product and services marketing), the type of customer (marketing consumer and industrial), the geographical application (domestic and international marketing), distribution channel (retail marketing, wholesale etc) and industry (sports marketing, tourism, social, banking, food and beverage, insurance etc.) (Avlonitis & Papastathopoulou 2010).

Through marketing, business or organization are able to manage in achieving their objectives and goals, which are achieved with marketing mix, that may be considered the most important decision of management (Tsaklagkanos 2010). The application of the marketing mix can be implemented both for products and for services, depending on the business or organization.

In case of application of services, marketing mix should be taken in mind the particular characteristics of the nature of the service, as mentioned earlier. The marketing mix is "the combination of human and material resources, which are necessary for the fulfillment of the programs and the business objectives in a market. The marketing mix can be seen as a whole effort of a company" (Tzortzakis & Tzortzaki 2002).

Profile and promotion of educational institutions in the LLL

The promotion is based on communication and includes all those tools, which spurs demand from consumers. The promotion, or otherwise the communication strategy of the company, consists of the following (Gounaris, 2003): market segmentation, strategic positioning, definition of communication tools, determination of the communication strategy budget. The elements of communication and profile system consist of five basic activities (Tzortzakis & Tzortzaki, 2002, Klug et al., 2014): a) advertising, b) Public relations, c) personal selling, d) marketing and e) direct marketing. However, there is personal recommendation too, while nowadays the entrance of new technologies has enabled and e-marketing, which is essentially the profile and promotion through online and social media and Web 2.0 tools (Cheng & Huang, 2013).

a) Advertising

Advertising is a critical variable in the marketing mix and covers a wide range of activities and services. Its role generally reflects the one of promotion, which is to influence the attitudes and behavior of audiences, in three main ways: confirming and strengthening, creating new standards of behavior or changing attitudes and behaviors. Thus, companies use pictures to describe their products in brochures, posters and advertising in the media (Hudson 2008).

The means for advertisement is television, radio, newspapers and magazines, also known as media (Vlachopoulou 2003). In addition to traditional advertising there is online advertising or advertising through social networks. Advertising through social networks and online communities or Internet, the so-called consumer - generated media (CGM) (Onishi & Manchanda 2011), may provide significant advantages (Nistor 2011).

Through online advertising, aggregated markets - targets may result too, which can be managed for many business strategies. In this particular way, businesses can see what needs to promote and to whom. Until recently, the specialized magazines were those related to specific markets (niche) and were an attraction for businesses of separate classes, but now, the Internet offers this feature in any business without any costs involved (Thabit., et al 2016).

b) Public relations

Public relations (PR) include all activities, which the organization uses for the maintenance or improvement of the relationship with other organizations or individuals. Although public relations have a special tradition, people often confuse disclosure, referred to the attention received by media coverage. Public relations have wider scope than the hype, and their goal is for an organization to be able to have

positive relations with various audiences (audiences) to establish the image and reputation of the organization effectively. Their audience may be external (customers, the media, the investment community, the general public, government agencies) and internal (shareholders, employees). The techniques of PR are (Hudson 2008): Press Releases and Press Conferences, Characteristic Stories, Organization and Sponsorship Events, Publications, Awards Winners or Grants, Celebrity Hits and Sponsor-sponsorships.

c) Private sale

The personal sale is personalized form of communication, in which the seller presents the features and benefits of a product to the buyer, for the purpose of making a sale. The high degree of personalization, which includes personal selling, usually involves much higher cost per contact than mass communication techniques. The purpose of personal selling is the sale and this is why it needs to fully inform the buyer in order to stimulate interest and motivate him to buy. Therefore, it may grow a competition too between advertising and personal selling, which of course depends on the stage of promotion; for example consumer information brings better and more economical results through advertising. In addition, advertising is used more for cheap and simple products, while personal selling in expensive and complex products (Tsaklagkanos 2010).

d) Personal recommendation

Another marketing method is the personal recommendation, which is the communication about products and services between two people who are considered to have no vested interest in promoting them. It is a communication tool that works particularly well. Recommendations or advice from friends, relatives, colleagues and people with influence, are undoubtedly one of the strongest communication means (Egan 2007; Fill & Hughes 2008).

e) E-marketing

Equally important to the above, is the penetration of social media and social networks in the field of marketing. According to Manousou & Chartofylaka (2011), the term social media "refers to the means (tools) sharing of information, data and communication to the public", while the term social networking "refers to the creation and development of communities linking people with common interests". Therefore, one can conclude that social media are the tools or otherwise the social media, while the term social networking is a social networking process in fact.

A very important aspect of the relationship of social media, advertising and online communities is the effect of the "mouth to mouth" communication (word of mouth) (Chen et al. 2011; Acker et al. 2011). The "mouth to mouth" communication concerns the use of informal methods of communication, in order to promote specific products/services /brands information. The Schweidel et al. (2011) argue that people who have a very positive or very negative opinion about a product/service or an organization is much more likely to communicate in an online community, compared to those with a relatively moderate view. If you combine this notification with the theory of social influence, proposed by Nistor (2011), then it can be easily understood the relationship between social networks and "mouth to mouth" communication. This action, that is the "mouth to mouth" communication, in an online environment can act as viral advertising, namely as a technical marketing in order to transfer the information by "mouth to mouth" (word of mouth) (Trusov et al. 2009, Tomlinson, 2012). Keep in mind that people tend to be associated with other people who share similar interests and for this reason the view of a person in an online community can influence the opinion of another person.

It is worth mentioning that in general, today, the internet is creating new opportunities, such as: a) identification of new products and services markets, b) new information-based products and services, c) new methods of promotion, d) new organizational structure of the companies (Tsaklagkanos 2010).

1.2 The integrated marketing communications programs (IMC)

Perhaps one of the most important developments in marketing in recent decades has been the rise of integrated marketing communications (IMC); the integration of all marketing communications tools, as well as corporate messaging and brand messages in order to send a constant, convincing message in audiences-targets. This approach recognizes that advertising can no longer be created and executed

separately from the other elements of the promotional mix. As markets and instruments have become more complex and fragmented, consumers realize that they find themselves in a marketing environment, which is characterized by even greater confusion. The marketing managers of the organization will have to face this situation, transmitting a stable, unified message through all promotional activities (Pucciarelli and Kaplan, 2016).

In fact, the IMC programs coordinate all the messages and communication sources of an organization. An IMC campaign includes traditional marketing communication tools such as advertising or sales promotion, but recognizes that other areas of the marketing mix are used in communications too. The design and management of these data in order to cooperate, enable to create a stable or corporate image (Hudson 2008).

1.3 The idea and purpose of SCS in Greece

The idea and purpose of SCS in Greece is based on flexible and openminded procedures allowing continually redefined the objectives and modifying the content to fit the individual needs, interests and abilities of learners. The teaching methods are innovative and rely on the different ways in which adults acquire knowledge, as well as their particular characteristics. These specific methods allow an experiential approach to knowledge, group collaboration and cross-thematic approaches. In this school the trainees acquire not only knowledge but also social skills such as communication, cooperation, problem solving, and so on. In addition, trainees gain positive attitudes as active citizens and members of society at local, national, European and global level. They are also supported in their learning path by the SCS advisory services, an innovative institution that includes a psychologist consultant and a career counselor for each School. In addition, they seek to work with all relevant social actors to raise awareness of the social groups addressed by the SCS.

The teaching in SCS aims to transform schools from a place of knowledge transfer to a place where knowledge is produced. This quest is geared to learning methods that add learners to their direct and active engagement in the learning process. They are addicted to experiential creative actions and experimental experimentation, in which observation, data study, problem solving, discussion, reflection, critical group work lead educators and learners to self-understanding, continuous evaluation and redesign of learning activities.

1.4 Marketing in LLL and attracting learners at SCS

In Europe, Second Chance Schools operate under the auspices of the European Association of Second Chance Schools (<http://www.e2c-europe.org/>). The Association was founded in 1999 and is a network for close collaboration and exchange of information and experience among the participating members in order to reinforce the idea and spread it to other countries. The whole architecture and logic of the Network is based on cooperation between Second Chance schools, with the development of bilateral and multilateral partnerships. The aim is to help young people, who face social problems and have stopped school, to receive education and skills that will enable them to join the workforce. Second Chance Schools in Europe differ, each in terms of teaching methods, entry requirements and age groups (Williams, 2012).

In recent years the need of attracting more trainees in LLL programs for adults is more and more increased, along with the constantly decreasing funding and competition rising between services that offer education programs and especially LLL programs (Walker, 2009)

Specifically, in higher education, which is aimed at adults, the amounts of funding from the state continually are reducing, thus the revenue intake from other sources is required. In that way, the last twenty years the education sector providing services to adults has increased. In particular, the United Kingdom provided an increase in enrollment of international students annually about 5% for the period 2000-2002 (Weinstein, 2004), 7,5% for the period 2008 – 2010 with a voltage increasing (Walker & Fongwa, 2017)

The UK Government has set a target in June 1999, the extra attract of 50,000 international students in higher education in order to gain market share from its main competitors, namely the US and Australia.

Thus, the government invested £ 5 million over the next three years and achieved an increase of 8% to registered international students (Russell 2005, Singh, 2012).

Education as a service can use all means of marketing services to research attract from the educational perspective. In particular, they examined various educational institutions in Australia, Canada, New Zealand, the United Kingdom and the USA on attracting trainees, when criterion was the highest reputation of the faculty. It was evidenced by the above research, that the more the trainers are promoted and the better reputation is, the more the number of trainees grows. The image of the university to prospective students found that the higher educational institutions, which belong to the LLL, need to develop a particular image in the work market, so they can create a competitive advantage over their competitors (Thabit et al., 2016).

Möller (2006) argue that the marketability of services, especially education beyond 4P, need to add other 3P, people, physical proofs and process (as mentioned in the previous section). The people involved in the provision of educational service, directly connect to the influence onto prospective students and attract them. The physical proof is also important in attracting trainees since the location, the university, the facilities, the website is important criteria for international students. The procedure for the educational learning tools and techniques greatly affect the trainees' choice.

Similar surveys conducted by other researchers showed that the general image displayed in programs for adults in society, directly affects attracting trainees. While candidate trainees get updated and informed about the programs and structures of LLL through the internal and external image, the successes that have previous students in completing their studies and training programs influence too (Singh, 2012).

So, from the above it is evident that the customer satisfaction in the present case of learners is directly linked to the image of service to society. The spread out of the positive image is easily achieved by "mouth to mouth" communication among graduates and trainees. Since, satisfied students are the best advertisers for the educational service, the structure obtains a positive advantage over its competitors (Russell 2005, Pucciarelli, and Kaplan, 2016).

2. METHOD

The efficiency of marketing services for LLL was tested through empirical primary research, which was based on the completion of specific questions in Greek SCS during the year 2016 (May – September). The questionnaires were selected from 8 SCS that are located in Prisons all around Greece and were answered by 300 prisoners. Through this research it was examined whether the means used for test structures of LLL is effective or not and to what extent they satisfy the public. Satisfaction was calculated by attracting potential learners and their decision to study in these structures. The questionnaire has several questions and its purpose was multiple. In this paper we have examined only the questions that are related to marketing efficiency.

The questionnaires were distributed and after the responses were coded, qualitative analysis was performed including tables and charts. The coding and processing facility were supportive factor for the realization of the analysis and conduction of right conclusions (Singh 2007, Kılıçoğlu, 2018).

During the survey the trainees were not always willing to answer the questions in depth and with comments. Another problem was also identified with the understanding of the questions, and the researcher, with the help of the prison staff, had to clarify their content and give examples of how the trainees could go. A limitation of the specific survey is considered the short time frame within which prison inmates were asked. The primary data with the opinions that were drawn were for a very short-term prisoner.

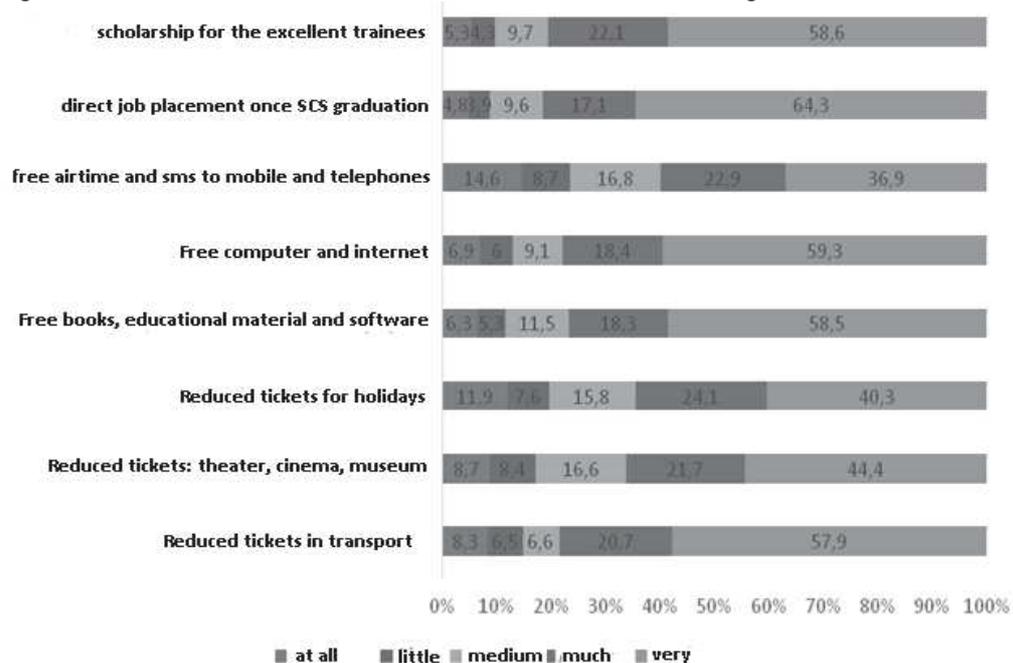
3. RESULTS AND DISCUSSION

3.1 Learners' opinions based on marketing applied

The sources of information used by prisoners are, the Website of second-chance slots, the use of e-mails and blogs, advertising on radio and television, as well as publications (newspapers – magazines), the use

of social media, workshops and open lectures, as well as the brochures, brochures and posters distributed to them either by the institution or by their relatives. For the question whether it is considered that the SCS promotional ways are sufficient, according to the trainees surveyed, the respondents found that they are quite sufficient (32.1%). Furthermore, about half consider it highly enough of the SCS promotion history (51.7%), while many believe that promotional methods are not adequate (22.7%). When the learners were asked whether there is interest in contributing to the promotion of SCS by their trainees the replies were Very much for 35.3% of respondents who want to contribute to the promotion, while 2.5% did not like the idea at all. In addition, a percentage of 69.8% would like to highly contribute to the promotion of SCS and a percentage of 9.8% wants a low degree. The learners were then asked from where they were informed about the SCS. The majority of respondents were informed by friends (31.9%), by family and friends follows (7.9% and 4.8% respectively), while less frequently information was retrieved by the municipality (1.8%) and from the work area (2.5%). But a very large proportion (44.5%) of the trainees did not say where was informed about his studies in the SCS. Afterwards, the next question reflected the extent of which they considered each of the following sources of information for the SCS is important, in accordance with their trainees surveyed. Respondents said the important sources of information for the SCS follow the order: Friend or relative (53.9%), the SCS websites, e-mails, blogs (47.1%), social media networking (46.4%), Radio-TV (43.5%), Brochure-Poster (42.3%), Journal-magazines (35.2%), meetings-open lectures (32.8%), the service department in which they work (30.9%). For the answer 'other' distribution of brochures was proposed. In addition, the trainees believe that all the above sources of information are particularly important at a level of approximately 70%. In particular, they consider being important sources of information in a high degree the SCS websites, the e-mail and blogs (74.5%), radio and television (70.2%), social media, like facebook (72.8%), and friends and relatives (77.2%). Similarly, they consider being important sources of information at a high level, but less frequently, as newspapers and magazines (63.8%), information leaflets, brochures and posters (68.4%), the workshops and open lectures (60.0%) and the department service in which they work, while at a much lower incidence (43.2%) other sources of information. Next question reflects the extent to which the trainees surveyed considered whether would assist the following motives for deciding someone to watch SCS, according to them. Regarding the motivation for someone to decide to watch SCS, respondents believe that incentives that are large follow the order: Direct job upon completion of the SCS (64.3%), Free computer and internet (59.3%), Scholarship to deserving trainees (58.6%), Free books, educational material and software (58.5%), Reduced tickets in transport (57.9%), Reduced tickets: theater, cinema, museum (44.4%), Reduced tickets for holidays (40.3%), Free airtime and sms to mobile and telephones (36.9%).

Fig. 1: Motivation for someone to decide to attend SCS according to trainees



Source: Data processing from the survey

In addition, the trainees believe that these incentives are very important to decide one to watch SCS, whereas some of them are important to a high degree, such as discount tickets to transport (78.6%), the free computer and internet (77.7%), the direct job along with the completion of the SCS (81.4%) and the scholarship to top university trainees (80.7%). While important incentives correspondingly high, but at lower frequencies, are reduced tickets for holidays (64.4%) and the free minutes and sms to mobile and telephones (59.8%).

The last question examines the extent to which each of these ways of SCS promotion is important in accordance with the trainees surveyed. As for those replies, the respondents regard as very important the following methods in the following order: Advertising (58.2%), Publicity actions (53.9%), Public relations (44.1%), Personal effects (43.2%), Online marketing (40.9%), Sponsors - grants (34.6%), Direct marketing (34%).

In addition, the trainees believe that these ways of promoting the SCS are of particular importance on the whole. However, they choose certain ways that are important to a high degree, such as publicity (78.1%), advertising (82.2%), public relations (78.4%). Analogously, important ways to a high degree, but less frequent, is the direct marketing (62.8%) and sponsors - grants (65.1%).

Graduates' opinions-based marketing applied

That question asks whether it is considered that the SCS promotional ways are sufficient, according to the graduates surveyed. Most respondents find that the SCS promotional ways are in quite sufficient level (36.5%). Furthermore, about half consider highly enough of the SCS promotion history (51.5%), while many believe that promotional ways are hardly adequate (27.3%).

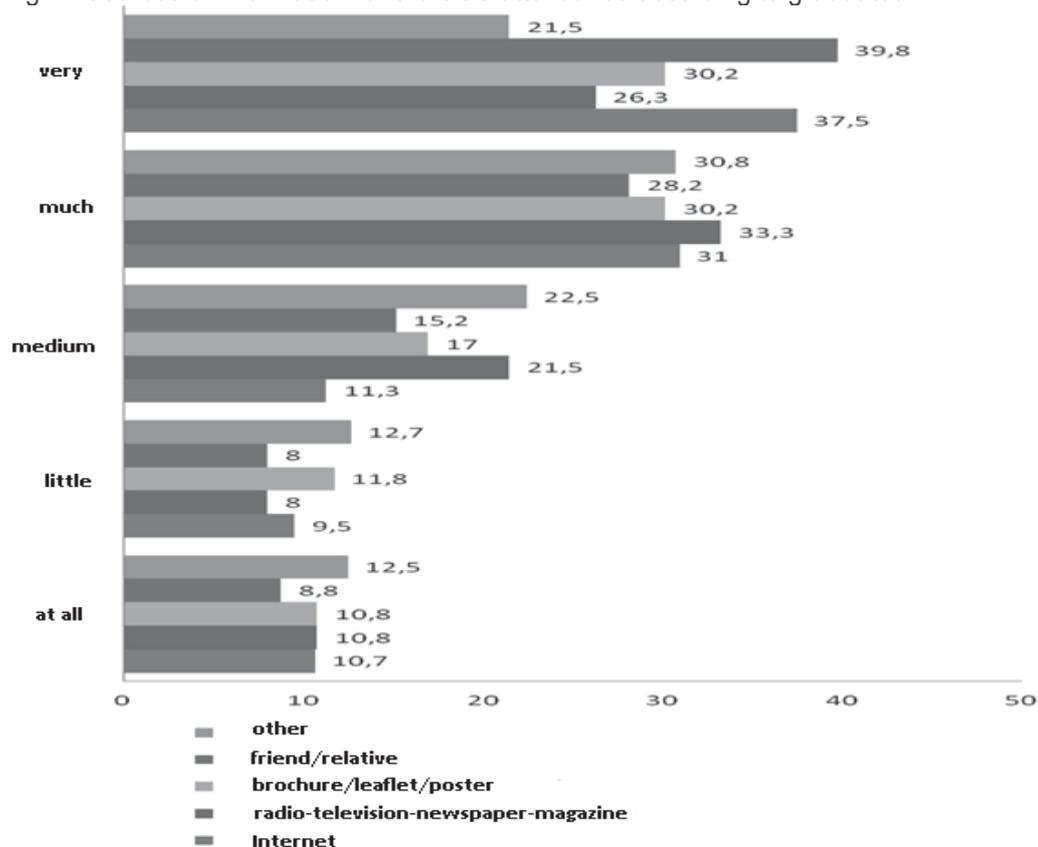
In the next question the probability of interest in contributing to the promotion of SCS from graduates surveyed, is reflected. The answer Very much like to contribute to the promotion of SCS is the 39.2% of respondents, while 5.5% did not like at all. In addition, a percentage of 64.9% would like to highly contribute to the promotion of SCS and 16.8% prefer a low contribution.

In the following question it is reflected by where the graduates surveyed were informed on the SCS. The majority of the participants was informed by friends, relatives and acquaintances (40.3%), followed by internet (20,2%) and the brochure - leaflet - poster (11.9%), smaller frequency is displayed by information from the radio-TV-newspaper-period (7.8%) and from the workplace (2.7%). However, a large proportion (17.1%) of graduates did not said where was informed about his studies in the SCS.

In this question the extent to which they considered to be important each of the following sources of information for the SCS, according to the graduates surveyed, is reflected. Respondents said the important sources of information for the SCS are the following and in the following order: Friend or relative (39.8%), internet (37.5%), Brochure - leaflet - Poster (30.2%), Radio - TV - Newspaper - Magazines (26.3%) and some 'other' (21.5%).

In addition, the trainees believe that all the above sources of information are particularly important at a level of about 65%. In particular, they consider being important sources of information friend/relatives (68.0%), internet (68.5%), Brochure - leaflet - Poster (60.4%), Radio - TV - Newspaper - magazines (59.6%) and some 'other' (52.3%).

Fig. 2: Sources of information for the SCS attendance according to graduates



Source: Data processing from the survey

Last, a question regarding the extent to which graduates surveyed consider would assist the following motives for someone deciding to watch SCS, is stated. As for the motivation for someone to decide to watch SCS, respondents believe that incentives are significant: the direct job once the SCS is fulfilled (51.0%), the scholarship to top university for trainees (40.8%), while for other important incentives (35.0%) there are books, computers, discount tickets etc.

Additionally, graduates felt that these incentives are very important to decide one to attend SCS and even considerably highly motivations are the direct job placement upon completion of the SCS (78.3%), the scholarship to top university for trainees (69.0%) and other reasons (67.0%).

CONCLUSIONS

According to this study SCS enable individuals over 18 who have not completed compulsory education to continue their studies and obtain a qualification equivalent to the high school leaving certificate. Detainees according to Greek Law have the right to education under Article 16 (4) of the Constitution, while the right of prisoners to education is also legally enshrined in Council of Europe Recommendations

R (89) 12 on "Prison Training" through Article 35 of the Correctional Code with Law 2776/1999. What is important to note from the above analysis is that the prisoners have special educational needs, stemming both from the need for reintegration into society after their release (vocational rehabilitation, feeling of belonging to a community, a family and maintaining interpersonal relationships) and the consequences of the process of confinement, which are also related to their psychological and emotional state. Consequently, courses in the curriculum of detainees should respond to these particular educational needs.

The application and effectiveness of marketing is studied hereby under a different perspective, that of the services sector and more specifically at SCS in Greece. Both by the theoretical background and the research presented on national level, it becomes clear that ultimately the effective marketing mix used in LLL has the power to attract candidates and convince them to start their studies (Cao et al. 2009; Chen et al. 2011; Acker et al. 2011).

The SCS is an extremely important institution that helps address the negative impact of school leakage on individuals and societies that appears to indicate more the value of LLL in everyday life. Through the CSC, specific groups of adults are given the opportunity to complete their basic education, resulting in more opportunities to drive their knowledge, skills and capabilities, which address SCS as an institution of LLL. In this way, they have an increased chance of joining the labor market, enhancing their economic gains, and reducing their social marginalization, which stems from the human capital theory, which has a positive impact and, by extension, on social development. In this respect, it is particularly important to further promote and promote SCS through effective marketing practices.

From this study it becomes clear that the main tools needed to adapt the marketing and carefully design the marketing plans are those of the profile and promotion of educational institutions within LLL (Gounaris 2003, Lašáková et al., 2017). Promotion and communication policy include a wide range of actions and diodes that SCS may follow (Tzortzakis & Tzortzaki 2002, Thabit, 2015). In the era of technology and developments all individual promotion tools, traditional and electronic, are equally important as one covers defects or drawbacks of the other. Thus, candidates learners have a more complete and accurate information. It is understood that the objective of all reported practices were designed to enhance communication between the operator and the person concerned. On this unified promotional policy based, new complete marketing communications programs exist to be applied for trainees and teachers of LLL organizations (Hudson 2008, Smoth, 2010).

In recent years, marketing has been entrusted with yet another role of social change, responsibility and long-term human benefit, which was also appeared through this essay. This role lies in the fact that priority must be given to the essential needs of the consumer and to the long-term benefit of the wider social community. In addition, marketing systems have wide application and scope, since they are adopted not only by commercial enterprises, but also by organizations, services and institutions, where there is no direct element of profit. In view of the above changes, it is clear that companies should be market-oriented, focusing on the needs and wishes of customers, as well as being highly adaptable to succeed and prosper in the future.

The conclusions of the survey perceive that learners actually want a variety of communications media for its information and updates from education providers, creating competition between the strongest (Mazzarol 1998, Thabit et al., 2016). Something that stands out from the sample answers is that the parties seek to bring the information to them and not to look for themselves, as well as that the information they want to be versatile so that it acquires prestige. Finally, incentives seemed to attract a student, playing an important role, given by each educational institution, motivation like the causes that led the learner to the reintegration of his education.

In conclusion, it is reported that the contribution of the marketing research implemented has had positive results. Through a comprehensive and complete marketing research, the promotion and promotion of SCS is important for enrolling more SCS learners, increasing the proportion of people successfully completing their secondary education and, by extension, their basic education, enabling them enrollment

and continuing education at a different level of education, such as high school or a technical school. In addition, they contribute to the overall socio-economic development of the individual and the region. The following are very important ways of promoting SCS: publicity, advertising, public relations, personal actions, direct marketing, sponsorship sponsors and e-marketing, which can also be considered as trends. According to the managers' views, the ways of promoting CSC are sufficiently adequate, and they themselves are interested in contributing to the promotion of SCS to a large extent. As the directors have stated, the SCS Web site, E-mail and blogs, radio-TV, newspaper magazines, social media and friends / relatives are very important as sources of information on SCS, while in large enough Degrees - Open Lectures, Brochure - Poster, while to a moderate degree the service in which the respondents work. Many of SCS graduates continue at the next level of education (EPAL, General Lyceum) and some have advanced to the University. Their experience of continuing their studies in the formal education system, as well as their performance, testify that what they have gained in the Second Chance School is that they have learned how to learn. The main objectives of Second Chance Schools are: to complete adults with compulsory education, to connect with education and training systems, to acquire modern knowledge and skills, to enhance their personality by regaining self-esteem and self-confidence, and joining the labor market or improving their place in their workplace.

REFERENCES

- Acker, O. et al., (2011). Social CRM: How companies can link into the social web of consumers. *Journal of Direct, Data and Digital Marketing Practice*, 13(1), 3–10.
- Avlonitis, G.I. & Papastathopoulou, P., (2010). *Marketing Plans: How to design effective marketing programs*, Athens: Stamoulis.
- Binsardi, A. & Ekwulugo, F., (2003). International marketing of British education: research on the students' perception and the UK market penetration. *Marketing Intelligence & Planning*, 21(5), 318–327.
- Booms, B. & Bitner, M., (1981). Marketing strategies and organizational structures for service firms, In Donnelly, J. & George, W. (eds), *Marketing of service*, American Marketing Association, Chicago, IL, 47-51.
- Cao, J. et al., (2009). *Word of Mouth Marketing through Online Social Networks*. AMCIS 2009 Proceedings. Paper 291.
- Clark-Carter, D., (2004). *Quantitative Psychological Research*, New York: Psychology Press.
- Egan, J., (2007). *Marketing communications*, London: Thomson Learning.
- Frigkas, G., (2005). *Advertising and marketing on Internet*, Athens: Kritiki.
- Gounaris, S., (2003). *Marketing Services*, Athens: Rosili.
- Hudson, S., (2008). *Tourism and hospitality marketing : a global perspective*, London: SAGE.
- Chen, Y., Fay, S. & Wang, Q., (2011). The Role of Marketing in Social Media: How Online Consumer Reviews Evolve. *Journal of Interactive Marketing*, 25(2), 85-94.
- Cheng, H. H., & Huang, S. W. (2013). Exploring antecedents and consequence of online group-buying intention: An extended perspective on theory of planned behavior. *International Journal of Information Management*, 33, 185–198.
- Jayawardena, C., (2001). Challenges in international hospitality management education. *International Journal of Contemporary Hospitality Management*, 13(6), 310–315.
- Kılıçoğlu, A. (2018). Qualitative Research for Educational Science Researchers: A Review of An Introduction to Qualitative Research. *The Qualitative Report*, 23(4), 949-951.
- Klug, J., Krause, N., Schober, B., Finsterwald, M., & Spiel, C. (2014). How do teachers promote their students' lifelong learning in class? Development and first application of the LLL Interview. *Teaching and Teacher Education*, 37(1), 119-129.
- Lašáková, A., Bajžíková, L. and Dedze, I. (2017) Barriers and drivers of innovation in higher education: Case study-based evidence across ten European universities. *International Journal of Educational Development*, 55, 69-79.

- Manousou, E. & Chartofylaka, T., (2011). *Social networks and social media in distance higher education*. In 2nd National Conference. Patra, 28–30/4/2011, 497–510. Available at: <http://www.cetl.elemedu.upatras.gr/proc2/proceedings/1-0497.pdf>.
- MIHART, C. (2012) Impact of Integrated Marketing Communication on Consumer Behaviour: Effects on Consumer Decision – Making Process. *International Journal of Marketing Studies*. 4(2). p. 121-129.
- Möller, K. (2006). The Marketing Mix revisited: Towards the 21st century marketing. *Journal of Marketing Management*, 22(3), 439-450.
- Nistor, C.G., (2011). A Conceptual Model for the Use of Social Media in Companies. *SSRN Electronic Journal*. Available at: http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1898670 [Accessed September 18, 2016].
- Onishi, H. & Manchanda, P., (2011). *Marketing Activity, Blogging and Sales*. SSRN Electronic Journal.
- Palmer, A. (2004). *Introduction to Marketing - Theory and Practice*. UK: Oxford University Press.
- Parameswaran, R. & Glowacka, A.E., (1995). University image: an information processing perspective. *Journal of Marketing for Higher Education*, 6(2), 41–56.
- Pucciarelli, F. and Kaplan, A. (2016) Competition and strategy in higher education: Managing complexity and uncertainty, *Business Horizons*, 59, 311-320.
- Raewf, M. B., & Thabit, T. H. (2015). The student's satisfaction influential factors at Cihan University, *International Journal of Advanced Research in Engineering & Management*, 1(2), 63-72.
- Russell, M., (2005). Marketing education. *International Journal of Contemporary Hospitality Management*, 17(1), 65–77.
- Schweidel, D.A., Moe, W.W. & Boudreaux, C., (2011). Social Media Intelligence: Measuring Brand Sentiment from Online Conversations. *SSRN Electronic Journal*. Available at: <http://ssrn.com/abstract=1874892> [Accessed September 17, 2016].
- Singh, K., (2007). *Quantitative Social Research Methods*, London: SAGE Publications.
- Singh, M. (2012). Marketing mix of 4p's for competitive advantage. *IOSR Journal of Business and Management*, 3(6), 40-45.
- Smith, S. M. (2010). Customer Satisfaction Survey Questions: 5 Sample Templates You Can Use Right Away, Qualtrics.
- Thabit, T. H., Hadj Aissa, S. A., & Harjan, S. A. (2016). Using fuzzy logic to evaluate the relationship between designing training program and level of creativity and innovation. *International Journal of Innovation and Scientific Research*, 25(1), 121-129.
- Tomlinson, M. (2012). Graduate employability: A review of conceptual and empirical themes. *Higher Education Policy*, 25(4), 407–431.
- Trusov, M., Bucklin, R.E. & Pauwels, K., (2009). Effects of Word-of-Mouth Versus Traditional Marketing: Findings from an Internet Social Networking Site. *Journal of Marketing*, 73(5), 90–102.
- Tsaklaganos, A.A., (2010). *Fundamentals of Marketing* 3rd ed., Thessaloniki: Kyriakidis Brothers.
- Tzortzakis, K. & Tzortzaki, A., (2002). *Marketing Principles: The Greek approach*, Athens: Rosili.
- UN General Assembly (2015) *Transforming our world: the 2030 Agenda for Sustainable Development*, Resolution adopted by the General Assembly.
- Walding, J. (2011). *Poor foreign language skills cost small business billions*. Retrieved from http://www.fpb.org/news/2451/Poor_foreign_language_skills_cost_small_businesses_billions.htm
- Walker, J. (2009). The inclusion and construction of the worthy citizen through lifelong learning: a focus on the OECD. *Journal of Education Policy*, 24(3), 335-351.
- Walker, M., & Fongwa, S. (2017). *Universities, employability and human development*. London: Palgrave Macmillan.
- Weinstein, L.B. (2004). Lifelong Learning Benefits Older Adults. *Activities, Adaptation & Aging*, 28(4), 1-12.
- Williams, J. (2012). Where's the learning in lifelong participation?. *Journal of Further and Higher Education*, 36(1), 95-107.