

Seven Fields of a Learning Partnership: CMCE as an Example

Grundtvig 2:

Competences in Marketing for Trainers in
Continuing Education

Review: The Seven fields of the Learning Partnership CMCE

- Field 1: Starting position
- Field 2: Idea
- Field 3: Aims
- Field 4: Topics
- Field 5: The European Level
- Field 6: How to work together successfully
- Field 7: The coordinator's duties
- Summary



1. Starting Position

- Changes and challenges of the training market
 - Internationalisation of educational organisations as a consequence of globalization
 - Even smaller providers need to be prepared
 - Marketing is becoming the most important source of success
 - Extent and quality of training marketing strongly varying, often insufficient
- ➔ Obvious needs for improvement of marketing skills:
„It is easier to sell a car tyre than it is to sell an education programme.“



1. Starting Point

- Approach of the partners
 - Who is already available?
 - Who is suitable?
 - Who is interested?
 - How can new partners be found?
- ➔ Use of networks, personal contacts, internet



2. Main Idea of the Project CMCE

The participating organisations and their trainers/employees

- Learn from each other while marketing their own offers in the sense of dialogical learning
- Are given the opportunity to develop a clear image, which they outwardly represent
- Are given the opportunity to access European projects and orders
- And thus improve the quality of their work



3. The Aim of CMCE

- Assess and optimize smaller European educational organisations' dealing with marketing
- Initiate a new European and transnational form of cooperation in the sphere of marketing strategies in order to
 - Improve organisations' planning skills
 - Improve efficiency and transparency of their management for regional, national, European markets



4. Main Topics of CMCE

- Interculturality and marketing
- Public relations and media, marketing via the Internet
- Globalisation and regionalisation
- Innovations: providers on the European market



5. The European Level: Chances and Challenges

Ressources
and abilities

	“Opportunities”	“Threats”
“Strengths”	Do we have the strengths to take advantage of our chances?	Do we have the strengths do cope with risks?
“Weaknesses”	What chances do we miss because of our weaknesses?	What risks are we exposed to because of our weaknesses?

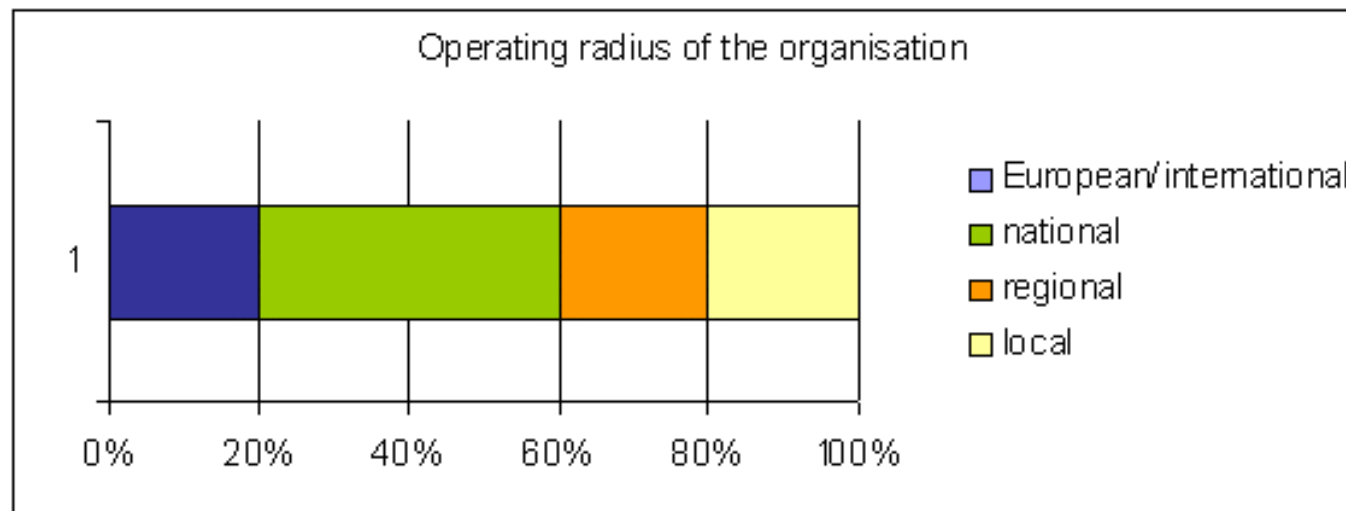
➔ One way to grasp the chances and challenges: The Swot Model

5. The European Level: Chances

- Benchmarking on a European level can strengthen the organizations
- Stimulation for improvements which cannot be found among local or regional competitors
- Competitiveness despite globalization



5. The European Level: Chances



Operating Radius of the organisations at the beginning of CMCE. → Can be widened!

5. The European Level: Chances

Participants' feedback concerning usefulness:

- "marketing skills"
- "European communication"
- "new point of view"
- "acquaintance of other organisations"
- "searching for solutions"
- "European friendship"
- "new questions"



5. The European Level: Challenges

Challenges on different levels:

- Language level
 - find a mode of oral communication (common language)
- Fields of practice
 - “intellectuals versus practitioners”: How can the two perspectives enrich each other?



5. The European Level: Challenges

- Interculturality
 - “Let’s take the exchange of information during the weeks of preparation: Some participants sent about 20 emails asking for details such as the operation mode of ticket machines at German railway stations. Others never answered our messages, so we assumed they got lost, sick or had gone bankrupt. But on the first day of activities they appeared smiling, safe and sound in the lounge.”

→ How can we work together successfully?



6. How to work together: Process orientation

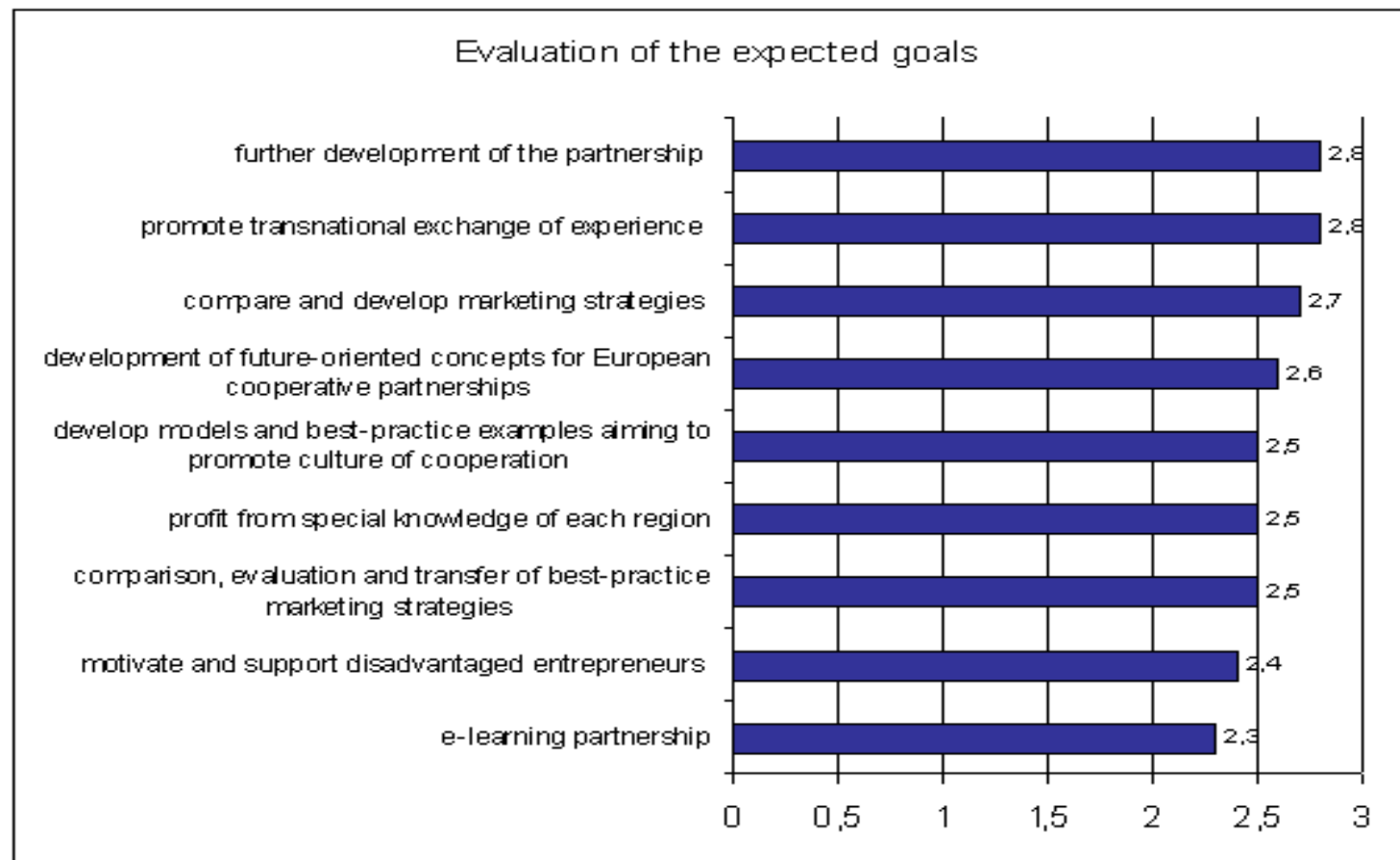
- Facilitate dialogical forms of learning
- Encourage situated learning by including best practices, examine single cases, problematic situations with open solutions
- Name differences or conflicts, e.g. by allowing provocations, critical impulses



6. How to work successfully: Goal orientation

- Define concrete goals, that can be evaluated
- Clarify conditions by collecting data from the partners about
 - Structures
 - Experiences with networking
 - Knowledge about marketing
 - Expected effects of the project

6. Goal orientation: Evaluating Expectations



7. The Coordinator's Duties

Service and Management

- Ideas and conception
 - Definition of dates, topics, agendas
 - Providing data, templates for the partners
 - Management and counselling
- ➔ A strong hand is needed!

Summary:

A Learning Partnership requires...

- A strong idea, a relevant topic
- A well-defined aim – and different ways to achieve it (suitable methods)
- A clear inner and outer shape → identity
 - Certain shared values and visions
 - Plans and structures, a successful kick-off
- Diversity and interculturality
 - Diverse partners with differing experiences, abilities, competencies
 - Places and locations, cultural landscapes
- Open, interested, motivated women and men!

By the way.....

- ... we offer counselling for European programmes
- Essentials about applications and conceptions
 - How to pick the right programme that fits your idea
 - How to avoid typical mistakes
 - How to fill in the application form



Thank You!

Ulrike Santos

ttg team training GmbH

Lederstrasse 126

72764 Reutlingen

Phone: 0049-7121-47 80 06

www.team-training.de

Team-training@team-training.de

