T R A I N

PROFESSIONALIZATION OF LITERACY AND BASIC EDUCATION – BASIC MODULES FOR TEACHER TRAINING – TRAIN

Module 1: Social Marketing Communications

Helen Murphy
Waterford Institute of Technology (WIT)

DETAILED WORK PLAN

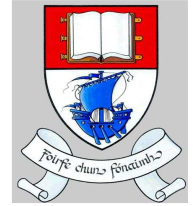| Time	Indicative Content	Learning Outcomes	Methodologies	Evaluation
Day One				
09:30	**Opening session** • Introduction to tutor and participants • Overview of the module • Overview of core concepts • Participant expectations of module • Agree ground rules for individual and	The purpose of this session is to ensure all participants are at ease with the module and the timetable for the three days It will enable participants to get to know each other and the tutor It will enable the tutor to understand the different backgrounds and experiences of participants and their marketing needs	Ice-breaker The tutor asks each participant to join a group based on birth order (were they the youngest, middle child, only child or the oldest in their family). In each of the groups participants are asked to describe their experiences of being the youngest, oldest etc. Each group takes 10 minutes and then feeds back to all participants. This ice-breaker is a good way of getting participants to interact with each other and get to know each other a little better.	

		group participation		
		It will allow the tutor and the group to understand each others expectations for the module	**Tutor led Powerpoint presentation "Social Marketing Communications"** slides 1 to 3	
		This module will set the ground rules for the interaction between the tutor and the participants	**Group Discussion** To gauge participants expectations of the module – divide the group into small groups of 4-5 and ask them to discuss their expectations of the module Tutor to use **Flip Chart** to compile participants expectations for the module	
11:15	**Introduction to Social Marketing Communications**	To develop an understanding of the concept of social marketing communications and how it might apply to the adult literacy sector	**Tutor Presentation** slide 4 Distribute worksheet 1 (in the Document "Ireland worksheets")	
	Definitions of Marketing	To give participants an understanding of what is marketing and the various definitions that exist	**Brainstorming Session** Get participants to brainstorm their understanding of marketing in adult literacy and how social marketing might add an extra dimension to this	Individual and group reflection on key learning points
12:15	**Overview of core marketing concepts**	To enable participants to recognise and understand the terminology used in marketing	**Tutor presentation slide 8 and 9**	

			Handout of the reader to the participants (Reader is the printed version of the powerpoint presentation, 4 slides per sheet = 13 pages, the worksheets consist of the slides in the original powerpoint presentation which give tasks to the participants)	
14:00	**Overview of Marketing Philosophies**	To allow participants gain an insight into why marketing is important and how organisations used a marketing approach or philosophy when dealing with their customers	**Case-study 1 Business Marketing** Body Shop Distribute the case study and ask each individual to read through and prepare to comment on it **Tutor led Group Discussion** on key points in case –study Distribute worksheet 2 and ask the participants to answer the questions	
	The Differences between for profit and not for profit marketing	To gain an insight into the differences in approaches when marketing programmes in the education sector (not-for-profit) as opposed to a profit focused organisation	**Tutor led discussion** on a Marketing Philosophy within an organisation involved in adult literacy programmes **Case-study 2 Non-BusinessMarketing "The Full Stop campaign of** NSPCC" In case of lack of time take one of the	

	Marketing within the education sector Marketing in Adult Basic Education and Adult Literacy	To enable participants understand the dynamics and challenges of marketing within education and in particular within the adult literacy sector	additional mini case studies instead. Distribute the case study and ask each individual to read through and prepare to comment on it **Group Exercise** Participants to split into groups based on their experiences of marketing within and outside the education and literacy fields and compare experiences **Group Exercise** Participants to use the **Flip Chart** to list the challenges of marketing adult literacy programmes to learners	Tutor gives the group feedback on their findings

15:45	**Marketing for Social Change** Explanation of what this concept means Relate this to adult literacy and marketing an adult literacy programme	To make participants aware of the concept of marketing for social change To allow participants the opportunity of applying some of the principles to adult literacy and the literacy movement To give participants an understanding of what marketing for social change means To discuss with participants examples from their countries of marketing for social change campaigns To allow participants to share ideas on whether marketing adult literacy programmes is marketing for social change	**Tutor led presentation slides 10 to 12 and worksheet 3** **Group Discussion** – theme of the discussion is what does marketing for social change mean for you? **Group Activity** Divide the group into small groups of 4-5 participants and get them to list what they understand social change marketing campaigns. Ask each group to pick one effective and one ineffective campaign they know and discuss why one was more effective than the other. Get each small group to present to the rest of the class and get the class to vote on which campaign was most effective and why	Tutor gives each group feedback

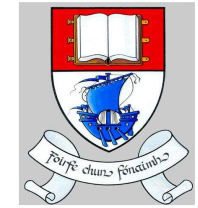| Day Two				
09:30	**The Functions of Marketing**	To allow participants to identify the core functions of marketing and how these relate to the adult literacy sector To introduce participants to the concept of the 4 P's and the 7 P's in marketing (Product, Price, Promotion, Place, People, Processes, Physical Evidence) To enable participants to apply the functions of marketing (4 and 7 P's) to their literacy programmes	**Tutor led presentation slides 13 to 20 and lecture of the reader** Reference to the core text by Philip Kotler **Group Exercise** Split participants into groups of 4-5 people and get each group to outline the functions of marketing and apply it to their literacy programmes Ask the participants to use worksheet 4 Product (literacy class) Place (where it is being delivered) Price (do you charge for literacy classes in your country) Promotion (how did you promote the classes) People (who is delivering the classes) Processes (do you have agreed lesson plans and outlines when delivering literacy tuition) Physical evidence (what kind of surroundings are the class given in – do they reflect the kind of service you provide)	Individual reflection on the exercise

11:15	The Marketing Mix – Definition	To give participants an insight into what the marketing mix is and how they can use different types of marketing promotion to attract learners into their literacy programmes	**Tutor led presentation** slides 21 to 23 and reader **Group Exercise** Each participant spends 15 minutes writing down all the marketing activities their organisation engages in for their literacy programmes	
	Advertising, Personal selling, Direct Marketing, Public Relations	To discuss what kind of marketing activities that each participants organisation uses to attract literacy learners	All activities are recorded on a flip chart and pinned up in the room **Group Exercise** Split participants into small groups of 4-5 people and ask each group to discuss what in their opinion have been the most effective types of marketing activities	
		To identify the benefits of using different types of marketing activities and to discuss which types of activities may be more effective than others depending on the organisations marketing needs	**Handout – How to Market your Adult Literacy Programmes** **www.hudrivctr.org/documents/socmarktpdf**	
14:00	**The Marketing Communications Process**	To allow participants to understand the dynamics of marketing communications and how this process is important when recruiting new adult literacy learners	**Tutor led presentation** slides 24 to 30 and reader **Group Discussion** Divide the group into small groups and ask	

			them to discuss what are the key factors in good communication Compile a list on a flip chart at the end of the exercise with all participant answers	Peer feedback on exercise
15:45	**Target groups and marketing**	To enable participants understand the concept of target marketing, segmentation and positioning in relation to marketing programmes for adult literacy To allow participants develop marketing activities based on target marketing and customer segmentation To allow participants develop marketing skills that can then be put into application in the marketing plan	**Tutor led presentation** slides 31 to 35 and reader Then ask the participants to use worksheet 5 **Group Activity** Divide the group into small groups of 4-5 people and ask each group to identify target groups for adult literacy programmes. Once each group has identified who they want to target ask them to think of appropriate marketing activities for each target group Ask a representative from each group to present back to the large group and share feedback	Tutor gives group feedback

Day Three				
09:30	**The Marketing Plan**	To give participants an insight into what constitutes a marketing plan and what a marketing plan is based on To allow participants develop an understanding of the importance of having a marketing plan for their literacy programmes	**Tutor led presentation** slides 36 to 42 and reader **Group Discussion** Theme – Why is a Marketing Plan beneficial? What are the objectives of a Marketing Plan?	
	The Marketing Planning Process	To present to participants the key stages of the marketing planning process To discuss each stage of the planning process and its purpose To enable each participant to understand the importance of marketing planning for adult literacy programmes	**Group Exercise** Split the group into small groups of 4-5 people and ask them to outline the key steps in marketing planning Ask the participants to use worksheet 6	Tutor and peer feedback

11:15 – 13:00	**Developing a Marketing Strategy for your Adult Literacy Programmes**	To give participants an understanding of what constitutes a marketing strategy To allow participants an opportunity to discuss different marketing strategies and why they may or may not be effective	**Tutor led presentation** slides 43 to 50 and reader **Peer Discussion** Group to discuss what might be an appropriate marketing strategy for their organisations literacy programmes	
14:00 – 15:15	**Developing a Marketing Plan for your Adult Literacy Programmes**	To give participants an understanding into marketing planning and its importance when marketing adult literacy programmes To enable participants to discuss the marketing strategy of their adult literacy programmes To allow participants to debate the pro's and con's of different marketing strategies in adult literacy To allow participants discuss the key challenges in marketing in adult literacy	**Tutor led presentation** slides 51 to 52 and reader **Individual Activity** Each individual to spend 30 minutes drawing up a marketing plan for their literacy programmes	Individual reflection

15:45 – 16:45	**Marketing Plan Presentations**	To allow participants an opportunity to present their ideas on a marketing plan for their programmes and to share feedback with other participants and the tutor This will share the learning experiences of all participants on the module and allow an opportunity for individuals to reflect on their own personal learning	**Individual Presentations** Each individual to be asked to give a 5 minute presentation on their ideas on a marketing strategy and plan for their adult literacy programmes	Peer and tutor feedback
16:45	**Module Conclusion**	To recapitulate all the main themes covered throughout the module To discuss with participants the themes they most enjoyed and found relevant	**Tutor led discussion** on key themes covered during the module Tutor to compare the **Flip Chart** of participants expectations for the module with the results	
17:00	**Module Evaluation**	To allow participants an opportunity to reflect on themes, content, methodologies used and facilities used throughout the duration of the programme	**Evaluation form** to be completed	Individual evaluation of the module
17:15	**Close**			