



National Extension Water Outreach Education

Facilitating Access to Resources and Best Education Practices

# Communication & Marketing Campaigns: *Delivery methods and strategies*

Elaine Andrews  
University of Wisconsin

*USDA CSREES National Water Conference  
February 6, 2008*



## ■ Changing Public Behavior?

- ◆ What do we need to do?
- ◆ Connect the situation with the people
- ◆ Implement a planning process
- ◆ Choose an outreach technique
- ◆ Monitor and evaluate





- Educators can:
  - ◆ Define the **problem** in specific terms.
    - **Nutrients in the lake affect water clarity**



- Educators can:
  - ◆ Understand the **critical factors** that affect the likelihood that an individual will adopt an environmentally significant behavior.
    - **“Dirty” water is not appealing to lake property owners**



- Educators can:
  - ◆ Identify **behavior goals** that the targeted audience can achieve.
    - **Plant and maintain effective riparian buffer strips**



## ■ Educators can:

- ◆ Select **outreach techniques** most relevant for facilitating behavior change by a particular audience.
  - Offer neighborhood demonstrations for how to reduce soil runoff into the lake by maintaining plant barriers
  - Work with local nurseries to promote purchase of riparian-friendly species



## ■ Educators can:

- ◆ Determine how to **measure** whether the individual achieved the behavior goal.
  - Call property owners, one month after event to learn more about their planting plans
  - Conduct a neighborhood water-edge parade of gardens, one year later



## ■ Getting started

◆ How do you get from  
the *need* you have identified  
to the *outcomes* you hope for?

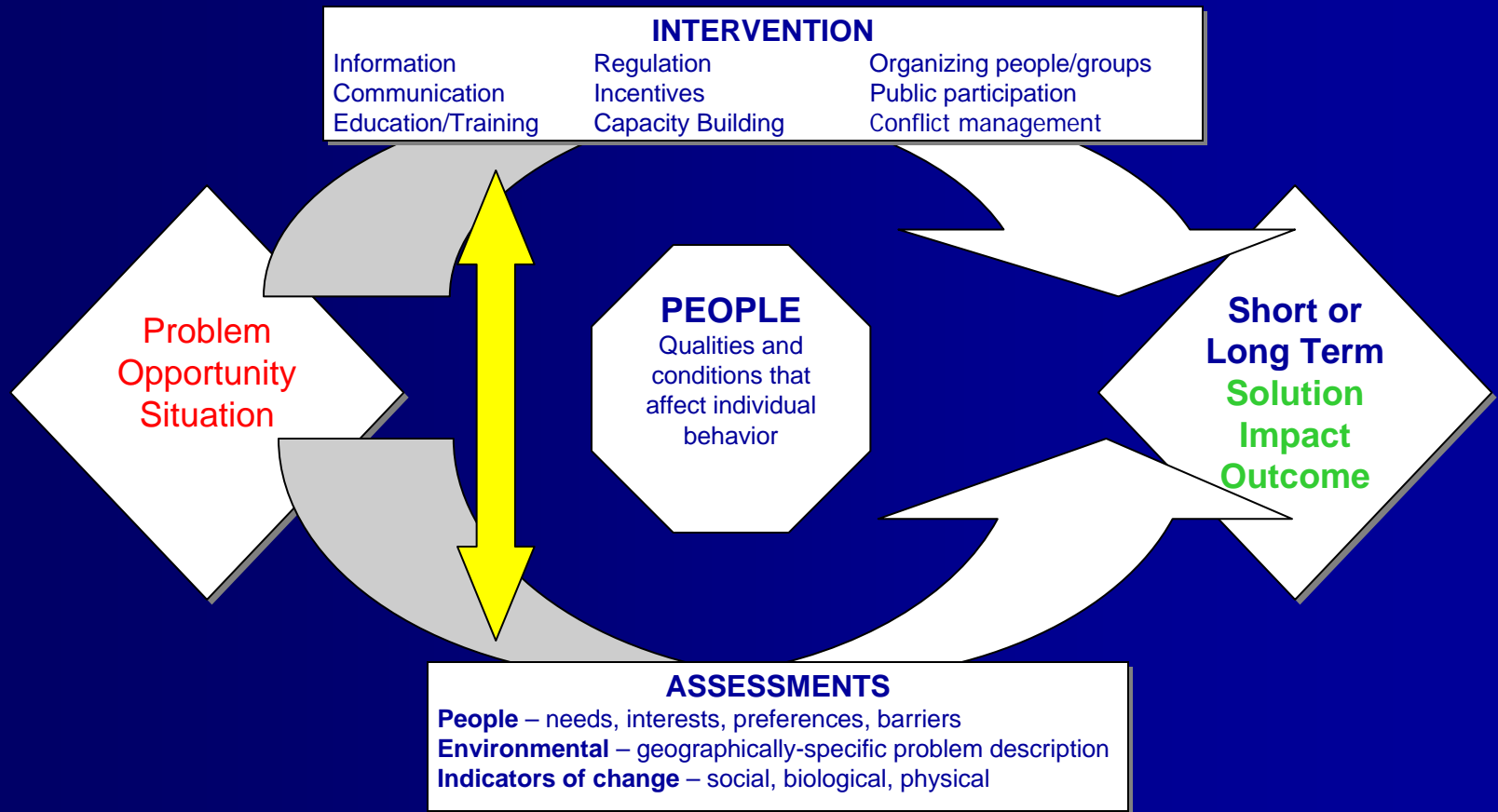
- Implement a planning process
- Consider your strategy for change
- Use target audience information
- Choose one or more techniques
- Monitor and evaluate





# National Extension Water Outreach Education

Facilitating Access to Resources and Best Education Practices

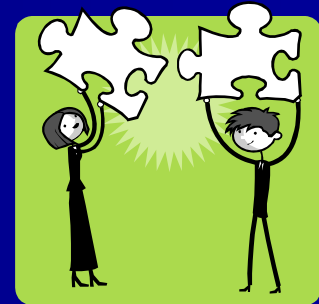




## ■ Target audience information

### ◆ Where does it fit?

- Connect the situation with the people
- Choose achievable goals
- Select relevant outreach techniques





- Implement a planning process
  - 1) Investigate the situation
  - 2) Identify a target audience
  - 3) Understand the community
  - 4) Refine goals
  - 5) Inventory resources
  - 6) Design program
  - 7) Implement
  - 8) Evaluate



- Develop a strategy
  - ◆ Do you want short or long term change?
- Consider
  - ◆ Community based approach
  - ◆ Implications of a continuum of choices



## ■ Short or long term change?

### ◆ Community based approach

#### ● Build citizen skills

- To gather, analyze, and apply information for the purpose of making environmental management decisions.

#### ● Build community *environmental policy capacity*

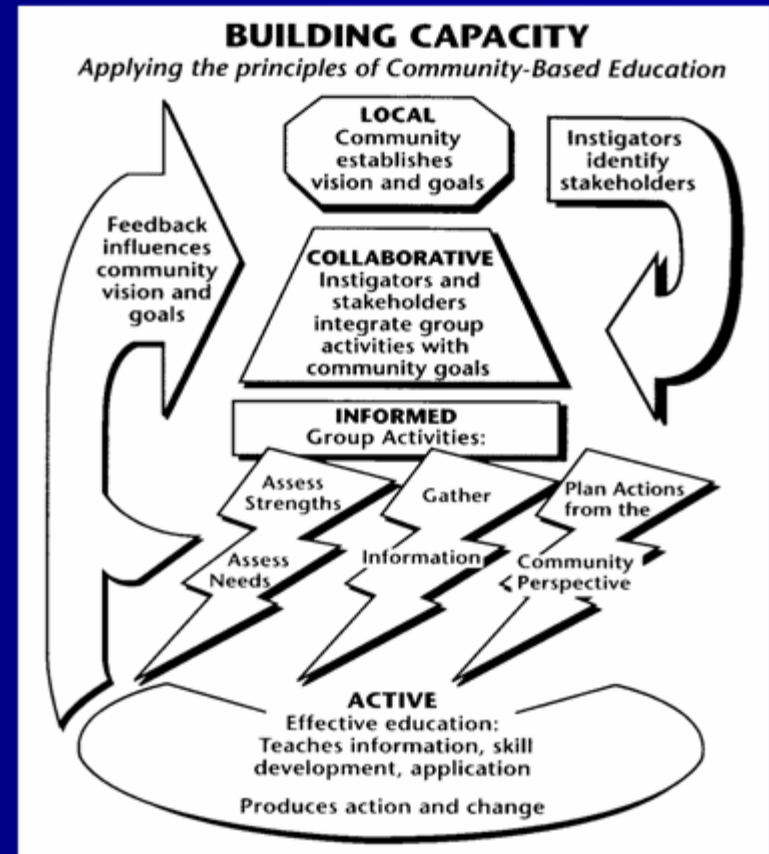
- The community's ability to engage in collective action that secures environmental public goods and services.



# National Extension Water Outreach Education

Facilitating Access to Resources and Best Education Practices

- Short or long term change?
  - ◆ A community based approach
    - Is locally based
    - Works with a coalition or group
    - Takes action based on information
    - Practices quality education with broader groups





- Short or long term change?
  - ◆ A continuum of choices
    - Content vs. process
    - Who's in charge?
    - Empower the learner



## ■ A continuum of choices

### ◆ Content vs. process

- Learning theory suggests that a *process* emphasis is more effective than a *content* emphasis in the long term.
- But sometimes *content* is what's missing.

Content



Process





## ■ A continuum of choices

### ◆ Who's in charge?

#### ● *Directed by a leader or by participants?*

- Either can be appropriate depending on what you need to do.
- A learner-centered/ participant-managed approach is more likely to lead to a sustainable change.



**Leader directed**

**Participant directed**



## ■ A continuum of choices

### ◆ Empower the learner

#### ● A top down vs. a bottom up approach

- Can the audience participate in choosing and implementing an outreach technique?
- The more engaged your audience is, the more likely the activity will lead to a sustainable result.





## ■ No one right choice!

### ◆ Content vs process

- Prompts (e.g. point of purchase information) vs.
- Participatory action research

### ◆ Who's in charge?

- Expert produced display at an event vs.
- Audience developed service project

### ◆ Empower the learner

- Product label information vs.
- Peer to peer communication



- Choose a technique
  - ◆ Address skill or performance deficits
  - ◆ Use approaches that have proven successful
  - ◆ Get tips from the water outreach online database



- Choose a technique
  - ◆ Address skill or performance deficits
    - Create an outreach strategy that provides:
      - Information about the preferred skill
      - Opportunities to practice and improve implementation of the skill.



- Choose a technique
  - ◆ Address skill or performance deficits
    - Craft the outreach message to show:
      - How the new behavior avoids any barriers you've identified
      - How implementation will result in a positive consequence



- Choose a technique
  - ◆ Use approaches that have proven successful
    - Capacity Building
    - Communication
    - Conflict management
    - Education/Training
    - Incentives
    - Information delivery
    - Organizing people/groups
    - Public participation
    - Regulation



- Choose a technique
  - ◆ Use approaches that have proven successful
    - Elements of a communication campaign
      - Craft the message
      - Package the message
      - Distribute the message





## ■ Choose a technique

### ◆ Elements of a communication campaign

#### ● Message format

- Media
- Print materials
- Presentations
- Events
- Promotional items



## ■ Choose a technique

### ◆ Elements of a communication campaign

#### ● Message format

##### – Media

- News release (press release)
- Video news release
- Letters to the editor
- News conference
- PSAs



## ■ Choose a technique

### ◆ Use approaches that have proven successful

#### ● Useful communication references

- *Getting in Step: A Guide to Effective Outreach in Your Watershed*,  
<http://www.epa.gov/watertrain/gettinginstep/>
- Jacobson. 1999. *Communication Skills for Conservation Professionals*. Island Press.



# National Extension Water Outreach Education

Facilitating Access to Resources and Best Education Practices

## ■ Choose a technique

- ◆ Use approaches that have proven successful

### OUTREACH TECHNIQUES

Advertisements	Audience assessment	Awards	Participatory action research
Agents of diffusion (e.g. trade associations)	Camps	Certificate of Accomplishment	Peer to peer communication
Displays	Delphi method	Contests	Service projects
Information delivery (by mail, media, brochures, lecture, etc.)	Events	Facilitation for individual learning	Strategic planning
Market forces response	Focus groups	Facilitation for group planning	Teaching techniques: inquiry
Product label information	Interactive communication	Gathering data	
Prompts (e.g. point of purchase information)	Interviews	Incentives	
Regulation	Leadership training	Monitoring data	
Teaching techniques: exposition	Meetings	Participatory rural appraisal techniques: <ul style="list-style-type: none"><li>▪ group dynamics</li><li>▪ sampling</li><li>▪ interviewing</li><li>▪ visualization</li></ul>	
	Observations	Teaching techniques: guided discovery	
	Social marketing communication campaign		
	Surveys		
	Teaching techniques: discussion		
	Teaching techniques: demonstrations		
	Tours		
	Training/Workshops		



- Get tips from the water outreach database
  - ◆ An online tool to identify research-based findings about specific audiences
  - ◆ Findings present *audience-specific* education practices
    - Shown to be more effective
    - Corroborated by published research
    - Organized by *outreach component*



## ■ Use the water outreach database

### ◆ Audience-specific details for each *outreach component*

- Audience information
- Message content
- Message delivery
- Outreach techniques
- Role for public participation
- Support for outreach professionals
- Evaluation strategies and uses



## ~ EXAMPLE ~

### ■ **Landowner** research summary

#### ◆ **Message Content** BEPs

- **Include information that shows**
  - how the message affects landowners personally
  - what specific actions landowners can take to improve the situation
- **Acknowledge landowner interest and concern for the quality of their land**
- **Provide regular feedback about how well goals and plans have been achieved**



## ~ EXAMPLE ~

### ■ Summarizing BEPs for all audiences

#### ◆ Message Content BEPs

- Specific *content* to convey
  - Cost savings or improved economic benefit
  - Ease of doing the right thing
  - Explicit instructions about what to do
  - The exact nature of the problem; what information is important to know and why





## ~ EXAMPLE ~

### ■ Summarizing BEPs for all audiences

#### ◆ Message Content BEPs

##### ● Content *frame or perspective*

- Tailored to address specific audience circumstances
- Easy to understand
- From a trusted source
- Up-to-date
- Addressing each of these components rather than just one or two: attitudes, knowledge, intentions, behaviors



- How do you get from the need you have identified to the outcomes you hope for?
  - ◆ Implement a planning process
  - ◆ Consider your strategy for change
  - ◆ Use target audience information
  - ◆ Choose one or more techniques
  - ◆ Monitor and evaluate



- Target audience study and resources
  - ◆ Water Outreach Education web site
    - <http://wateroutreach.uwex.edu>
- Activities
  - ◆ Based upon work supported by the Cooperative State Research, Education, and Extension Service (CSREES), U.S. Department of Agriculture, and by the University of Wisconsin Cooperative Extension.