Designing an Education and Awareness program

using the techniques of Social Marketing

Sherwood Lowe (2005)
Achieving better environmental mining practices:
Encompassing and looking beyond education and awareness
Main Themes (1)

1. The GGMC (or EPA, etc) seeks to bring about mass and permanent behavior change in specific target populations.

2. Information and knowledge are not always enough to cause persons to behave differently.
Main Themes (2)

3. People are more likely to change their behavior when they are (i) motivated, (ii) have the opportunity and (iii) ability to do so. The change agent must analyse these factors and provide conditions to ensure all three.

- They don't do
- We must understand why, through research
- Design a program to address causes
- So that
- They do

More effective
4. Successful interventions increase the target group’s perception of benefits and lower perceptions of costs and risks in adopting new actions.

5. Successful interventions apply a systematic process, which includes a progression of steps: (i) assess, (ii) design/plan, (iii) pretest and refine, (iv) implement, and (v) monitor/evaluate.


7. Successful interventions seek and involve partners and stakeholders in planning and implementation.

8. Successful interventions incorporate a bottom-up approach.
GOALS FOR THE DAY

1) Understand some basic ideas about behavior change.

2) Understand that interventions may have to go beyond an E&A program to get results.

3) Understand how interventions now incorporate commercial marketing and public communication techniques (social marketing).

4) Understand how to design an environmental intervention program.

5) Understand how we can more effectively influence our target group.
OBJECTIVES OF AN INTERVENTION

The main objective of an intervention is to get people to behave differently to benefit themselves and the wider society.

Behaving differently means the target group (e.g., local gold miners) must either adopt, modify or abandon particular attitudes and practices.

Improving the target group’s knowledge, attitudes or skills are therefore not ends in themselves, but means to an end: changing what group members do.
AWARENESS LEVEL: what we must know to pass on to the target group (miners)

1. Legislation (mining act and regulations, environmental regulations, OHS legislation and practices, codes of practice)
2. Techniques and methods
3. Best practices
4. Appropriate technologies
5. Specifications (e.g., for dam construction)
6. Standards and bench marks
7. Information from other government agencies.
OVERVIEW OF SOCIAL MARKETING (SM)

Internationally, interventions to bring about behavior change incorporate the techniques and ideas of social marketing.

Definition: SM is the application of commercial marketing and public communication techniques in public programs to change the behavior of a target group in ways that benefit the group itself and the larger society.

Though social marketing borrows the principles of commercial marketing, it differs in two significant regards: (i) it does not seek to benefit the marketer, but the target group and the wider society, (ii) the products SM tries to “sell” are mostly intangibles (ideas or practices).

Examples of SM issues: anti-smoking, HIV/AIDS, drugs abuse, rape, crime, etc.; family planning, breast self-examination.
OVERVIEW OF SOCIAL MARKETING
The social marketing mix: the “Seven Ps”

1. Product
2. Price
3. Place
4. Promotion
5. Publics
6. Partnership
7. Policy
8. Purse strings

The 4 P’s of marketing
OVERVIEW OF SOCIAL MARKETING
The social marketing mix: the “Seven Ps”

PRODUCT -- is what the change agent is offering or “selling” to the target population and its benefits. A social marketing “product” can take these forms:

• a physical item (retorts, condoms);
• information, messages and ideas (through brochures, posters, one-on-one contact, TV ads, etc);
• a service (training, consultations, HIV and malaria tests, etc);
• “intangibles” (peace of mind, self-satisfaction, better image)
OVERVIEW OF SOCIAL MARKETING

The social marketing mix: the “Seven Ps”

PRICE – refers to the costs or risks (perceived and real) to the target group of changing behavior; the downside of what we are asking our target group to do.

Costs/risks can be in the form of:

• money (costs of new equipment, of hiring engineers; initial cut in profits);
• time (reading technical material, attending workshops);
• effort (working in a more technically-complex mine operation);
• change in lifestyles (more risk-averse, less sexually...
OVERVIEW OF SOCIAL MARKETING

The social marketing mix: the “Seven Ps”

From the perspective of the target group, perceived benefits have to be more than perceived costs for members to act.

Find ways to increase benefits and lower costs of behavior change (for the target group).

Likewise, find ways to increase costs and/or reduce benefits of maintaining the old, unwanted behavior (for the target group).

Precondition: target group must have the ability and opportunity to make the change.
OVERVIEW OF SOCIAL MARKETING

The social marketing mix: the “Seven Ps”

Reducing real and perceived costs

1. Reduce or subsidize actual financial costs (free services, free products, tax break).

2. Change conditions to reduce other types of costs.

3. Change the perception of the importance of costs (e.g., by showing how much more it costs not to change; explaining what is perceived as a cost may not be).
OVERVIEW OF SOCIAL MARKETING
The social marketing mix: the “Seven Ps”

PLACE – describes the way the product reaches the target group; the points where, or the means by which, the target group can access the product.

For tangible products (e.g. condoms), this refers to the distribution system. For intangible products (e.g. information), this refers to the channels or media through which the product gets to the consumers.

Place products to ensure ease and frequency of access (for miners, where?)
OVERVIEW OF SOCIAL MARKETING

The social marketing mix: the “Seven Ps”

PROMOTION – describes the way how information on the previous three “Ps” (product, price and place) is communicated to the target group. The main objective is to create and sustain demand for the product.

Promotion tools include special field or media campaigns, advertising blitz, public service announcements, and entertainment vehicles.

Promotion should be attention-getting and memorable. Give the E&A program a catchy name and use slogans (examples?)

Repeat, Repeat, Repeat. (Communications research tells us...
OVERVIEW OF SOCIAL MARKETING

The social marketing mix: the “Seven Ps”

PUBLICS – refers to both the external and internal audiences of the program. External publics include the target group, as well as secondary audiences, such as local leaders and policy makers. Internal publics include those who have to approve or implement the program.

PARTNERSHIP – refers to the establishment of working relationships with other organisations that share similar goals with part, or all, of the program.

An important partner in environmental issues are those affected by the actions of the target group.
OVERVIEW OF SOCIAL MARKETING

The social marketing mix: the “Seven Ps”

POLICY – refers to the positions, laws, regulations adopted by government or other authority to influence behavior patterns in the target group.

PURSE STRINGS – refers to need to locate the source of funding to implement and sustain a social marketing program.
OVERVIEW OF SOCIAL MARKETING
Barriers and benefits

The aim of social marketing is not only to reduce costs, but also to remove real and perceived barriers preventing the target group from making the change, and providing or increasing real and perceived benefits to encourage behavior change.

**Scenario 1: free adult literacy classes**

<table>
<thead>
<tr>
<th>Costs to target group</th>
<th>Barriers to participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation to classes</td>
<td>Shame and stigma of admitting illiteracy</td>
</tr>
<tr>
<td>Giving up time with family or doing other important things</td>
<td>Lack of safety (in classes are held at night or in unsafe locations)</td>
</tr>
<tr>
<td>Possible additional expensive for refreshments</td>
<td>Inability to get time-off (if classes overlap with work hours)</td>
</tr>
<tr>
<td></td>
<td>Self-doubt: can I succeed in this?</td>
</tr>
</tbody>
</table>
Scenario 2: Using a retort when burning amalgam

<table>
<thead>
<tr>
<th>Costs to target group</th>
<th>Barriers to adoption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Costs of acquisition of equipment</td>
<td>Longer set-up time compared to older methods; slower production</td>
</tr>
<tr>
<td>Time and effort to acquire skills</td>
<td>Lack of training in use</td>
</tr>
<tr>
<td>May need to hire skilled laborer</td>
<td>Difficult to acquire the specified retort</td>
</tr>
<tr>
<td>Time and effort to learn new regulations</td>
<td>Disbelief in health risks of mercury</td>
</tr>
<tr>
<td></td>
<td>Slow certification process for retorts</td>
</tr>
</tbody>
</table>
OVERVIEW OF SOCIAL MARKETING

Benefit

Three ways to increase benefits:

1. literally increasing them (a tax write-off, a certificate, free tests, fewer fines and penalties, public recognition),

2. informing target group about benefits they may not have known or thought about, (more self-esteem, more skills to market), and

3. changing perceptions of the importance of benefits (better personal health and well-being, safer water to drink, better relations with GGMC, a more risk-free worksite, a better environment).
BEHAVIOR CHANGE

Types of behavior change (1)

1. One-time change (the change may be permanent, but it requires only a single action to accomplish it)
   - getting vaccinated for yellow fever, tetanus
   - acquiring a retort of respirator
   - acquiring a copy of the new mining regulations

2. Continuous/repeated change, having a definite end point (requires more than one action, but the process is of finite duration, after which the actions cease)
   - earning a diploma from an education institute
   - monitoring of a tailings facility
   - conducting a safety inspection
3. Permanent lifestyle changes (the change needs to be sustained forever to be effective)
   - quitting smoking or drinking
   - adjusting eating and exercise habits to maintain fitness
   - conserving water or electricity
   - protecting the environment

4. Situational changes (changes that need to be maintained over a long time, but only require action in certain situations)
   - practicing safe sex
   - using car seat belts
   - using safety gear and equipment (e.g. putting on a respirator when burning amalgam)
Supporting behavior change comes down to removing barriers to action and change. Barriers can be of five types:

1. The change is impossible, as the situation stands, by virtue of:
   - economics (the change costs more than the target group can afford or is willing to pay). Possible solutions: subsidize, reduce or eliminate costs.
   - geography (target group is physically distant from reaching the products). Possible solutions: bring the product to the target group; place products at more convenient locations; provide or subsidize transportation.
   - the unavailability of the tools of change (the target group does not have the skill, access to the services or the information to make the change). Possible solutions: provide skills training, services or information.
2. the change is too complex (requires too many steps; is difficult to learn; requires skills beyond the reach of the target group).

Possible solutions:

- teach complex skills through a step-by-step approach;
- look for ways to eliminate steps;
- scale back the extent of the change to make it more reachable;
- find simpler ways to accomplish the same thing.
Supporting behavior change (5)

3. the change takes too much time (either too much of a block of time, too much time on a regular basis, or too long overall).

Possible solutions: cut the time down or the perception of what constitutes “too much time”, through teaching/showing the target group

- planning and scheduling techniques;
- time management strategies.
BEHAVIOR CHANGE

Supporting behavior change (6)

4. the change is not important to the target population for them to want to engage in it (they either do not understand its importance, or do not consider its benefits important enough, or do not see its personal relevance).

Possible solutions: educate and change perceptions

- Find reasons for change they will respond to.
- Ensure target group have full information on benefits of change.
- Increase personal relevance of issue.
BEHAVIOR CHANGE

Supporting behavior change (7)

5. the target group forgets to perform the action that the change requires (when repeated action is necessary – e.g., taking medication, conducting regular safety inspections, wearing gloves and respirators when handling mercury – people may not remember each time).

Possible solutions: institutionalize reminders. Get target group to

- introduce standard operating procedures;
- post written notices and reminders;
- appoint internal watchdogs.
BEHAVIOR CHANGE

Barriers to maintaining behavior change: preventing backsliding (1)

1. The behavior change has unsatisfactory consequences (the results of the change are not dramatic or visible enough)
   - The expectations for change were too high (possible solutions: be honest and realistic about benefits for target group)
   - The outcomes of change are hard to detect (possible solution: make hidden benefits visible)
   - The outcomes of change are deferred for a long period (possible solutions: create interim benchmarks)
   - The desired outcome is the absence of something (possible solution: make clear the consequences of the presence of whatever the desired change is)
BEHAVIOR CHANGE

Barriers to maintaining behavior change (2)

2. The behavior change has excessive negative consequences (either expected negative consequences were underestimated, or there were unexpected negative consequences).

• Provide information about what’s happening and what might happen
• Provide tools (skills, education, training) and support for dealing with specific negative consequences
• Forewarn people about unexpected negative consequences
BEHAVIOR CHANGE

Barriers to maintaining behavior change (3)

3. Support systems are poorly maintained (information, services, products become hard to obtain or absent)
   • Interventions must be well-planned and sustained.
The target group’s MAO are key prerequisites that strongly influence the likelihood of the group adopting the requested behaviors.

MOTIVATION. The target group’s willingness to process information, make decisions or engage in behaviors depends, first, on its motivation. Motivation can be defined as a readiness, arousal or willingness to engage in an activity.

The level of motivation determines the amount of effort a person will make (to seek and process information, make decisions or change behaviors).
TARGET GROUP BEHAVIOR
Motivation, ability and opportunity (MAO)

MOTIVATION. What affects motivation?

One key factor is the personal relevance of the stimulus to the audience. The stimulus (e.g., the information being communicated) must have direct and significant consequences or implications for the lives of the audience.

The more things are personally relevant, the more effort we are willing to expend to seek and process information, make decisions and engage in behaviors.

One goal of SM is to make information, ideas or issues as personally relevant as possible to the target group (how?).
Motivation, ability and opportunity (MAO)

ABILITY. Motivation alone is not enough. People must have the ability to engage in the requested activity. Ability is the extent to which the target group has the resources (knowledge, intelligence, skills, money) to make the outcome happen.

People's ability depends on such factors as experience, education and training, and intellect.

An intervention may determine ability levels and, where necessary, include components to increase the ability of the target group.
TARGET GROUP
BEHAVIOR
Motivation, ability and opportunity (MAO)

OPPORTUNITY. Opportunity reflects the extent to which the situation facilitates the achievement of the outcome.

Examples: a miner might be motivated to use a retort, have the ability to use it, but cannot get one to buy. Likewise, a miner might be motivated to learn about tailings management, and can read, but either cannot find enough information, or afford the time to search for it.
DESIGNING AN INTERVENTION USING SOCIAL MARKETING

1. Define and articulate the problem
2. Define and segment the target population
3. Set program objectives
4. Assess your organisation’s environment
5. Plan a strategy
6. Develop messages
7. Develop material
8. Pretest message and material
9. Implement intervention
10. Evaluate and adjust
11. Do it again, forever (exercise eternal vigilance)
Define and segment the target population (1)

One of the first steps in a social marketing campaign is to clearly define and segment the target audience.

Segmenting choices depend on how different your approach may need to be to reach particular groups.

Different market segments may require a different mix of the four P’s of marketing: product, price, place and promotion.
Define and segment the target population (2)

Segmenting may be based on several criteria.

The primary audience is the group whose beliefs, attitudes or behaviors the campaign is attempting to influence (e.g. mine managers, mine workers, license holders).

Secondary audiences are groups who influence the target audience’s beliefs, attitudes and behaviors with respect to the subject of the campaign (local residents, other land users).
Other criteria include:

1. demographic characteristics (people’s vital statistics, such as age, gender, education, language, marital status, income, etc)

2. geographic (where people live)

3. psychographic (lifestyles, beliefs, values, social norms, attitudes towards authority, perceived risks, perceived benefits, etc)
Define and segment the target population

4. Position on the “Change Scale”
   • Knowledge about the problem (level of awareness of the issue)
   • Belief in the problem's importance (level of concern about the issue; how personally relevant is it)
   • Desire to change (have found reasons to make a change)
   • Belief in one's ability to change
   • Action (ready and able to do something)
   • Ability to maintain the change (continuous commitment to the change)
DESIGNING AN INTERVENTION USING SOCIAL MARKETING

Define and segment the target population

(5)

Position on the “Change Scale”

<table>
<thead>
<tr>
<th></th>
<th>Awareness</th>
<th>Importance</th>
<th>Desire</th>
<th>Ability</th>
<th>Action</th>
<th>Maintenance</th>
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</thead>
<tbody>
<tr>
<td>Mercury use and handling</td>
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<tr>
<td>Tailings management</td>
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<tr>
<td>Land reclamation</td>
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<th>Action</th>
<th>Maintenance</th>
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<tr>
<td>Use of retorts</td>
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<tr>
<td>Storage requirements</td>
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<td>Disposal of amalgamation tailings</td>
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DESIGNING AN INTERVENTION USING SOCIAL MARKETING
Define and segment the target population (7)

The decision to segment would be influenced by several considerations:

• **measurability**: whether you can determine that a particular group is large and important enough to make targeting worthwhile.

• **accessibility**: whether you can reach a segment with your products.

• **substantiality**: whether the segment is large and important enough to the issue.

• **actionability**: whether the segment is distinct enough to make it possible to target

• **costs**: whether you can afford the money to do it.
DESIGNING AN INTERVENTION USING SOCIAL MARKETING

Set program objectives

Objectives define the desired future behavior of the target group; what you want the target to know, think and do. Objectives also provide a benchmark for measuring progress and outcomes.

**Vision** (the dream: e.g., a safe environment; education for all)

**Mission** (the what, why: e.g., to promote safe mining practices in order to reduce negative impacts on the environment and on communities)

**Objectives** (how much of what will be accomplished by when: e.g., to reduce hydraulic operations by x% by 2006; to increase retort use by 70% in 1 year)

**Strategy** (the how: e.g., providing information and enhancing skills; enhancing services and support; modifying policies; employing social marketing).
DESIGNING AN INTERVENTION USING SOCIAL MARKETING

Set program objectives

S – Specific
M – Measurable
A – Attainable
R – Realistic
T – Time-bound
Assess your organisation’s environment (1)

An organisation environment refers to its internal strengths and weaknesses and the opportunities and threats that exist outside of it. In designing and implementing an E&A program, an organisation should seek to capitalise on its strengths and opportunities and minimise or eliminate its weaknesses and threats. Questions to ask include:

• What are the skills & expertise of the employees involved?
• What are the available financial & material resources?
• Are there potential partners - who are they? Why them?
• What is the long-term plan of our organization?
• What is our organization’s capacity to do this?
• How supportive are government policies?

Do a SWOT analysis.
DESIGNING AN INTERVENTION USING SOCIAL MARKETING
Assess your organisation’s environment (2)

SWOT analysis of GGMC

Strengths

Opportunities

Weaknesses

Threats
DESIGNING AN INTERVENTION USING SOCIAL MARKETING

Plan a strategy

The marketing strategy is the pulling together of all the elements in a big picture: the core plan of what an organization will do within a market. Two key inter-related parts are the target market and the marketing mix (the Seven “Ps”).

Elements of a successful SM campaign include the right product at the right price in the right place and backed by the right promotion.
Who are the target consumers and what are they like? What do they perceive as:

- the benefits to and costs of adopting the suggested behavior;
- the costs of not adopting the behavior;
- their risk of being affected by the problem;
- any misperceptions they have about the problem or suggested behavior;
- language they use to talk about the problem or behavior;
What action should the target audience take as a result of the communication?

The next set of questions to be answered is about the action that the campaign will ask the target audience to take. The message should be specific about what action the audience should take and how they can take it.
What reward should the message promise the consumer?

The message should explicitly define the benefit of taking the desired action. Though there may be many benefits associated with adopting the behavior, the benefit(s) highlighted in the campaign should be those that the target audience associates with the behavior. The benefit(s) highlighted in the campaign should also outweigh the target audience’s perceived costs of adopting the behavior.
What image should distinguish the action?

• The style, look, and tone of the message should be predetermined

• The image should be consistent throughout the campaign because it creates a personality for the service being offered.

• The image should also appeal to the target audience, which, for example, could mean using people who look like the target audience as spokespeople and using language like the target audience uses in the messages.
The materials of a social marketing campaign are the vehicles for delivering the campaign’s message. The materials may be brochures, print advertisement, radio or television advertisements, billboards, or other forms of advertisement. The decision about which type of materials or vehicles to use in a campaign should be determined by the formative target audience research. Selected vehicles should be those that the audience pays attention to and should be designed to reach them where or when they will be most receptive to the message. The materials should also be based on the campaign’s message and should portray the desired image identified in the message development phase.
Develop material (2)

Language Issues

- Make it personal. Address the individual directly, using the word “you” as appropriate. Use the imperative tense when suggesting action (i.e., “fill back all pits and holes”; “use a retort at all times when burning amalgam”)

- Convey immediacy. Use present tense to convey a sense of immediacy.

- Pull the consumer in. One way to do this is to start off with a question that they can answer “yes” to.

- Focus on a few points. Messages should be focused on the most important points for the consumer to know about the problem and the suggested action. Do not bog the key message down in unnecessary background information or it will be lost.

- Consider the reading level of your target audience. Use plain language whenever possible. Avoid technical terms or words
Pre-testing materials is a critical stage of a social marketing campaign and can help marketers ensure that the campaign will have the desired effect. During this stage, share the prototype materials with members of the target audience to solicit their feedback. Some of the areas that the target audience might provide feedback on are:

*Whether the messages are comprehensible.* Do they understand the message being conveyed, the statement of the problem and the suggested action? Do they understand the language used in the materials? Is it the same language they would use? Is the reading level of the materials appropriate? Are concepts, terms or ideas
DESIGNING AN INTERVENTION USING SOCIAL MARKETING
Pretest message and material (2)

Whether the messages are on target. Does the target audience react to the materials as intended? Do they find the messages persuasive? Is there any part of the materials that they do not relate to or does not seem to support the message? Do they find anything in the materials to be offensive?

Whether the materials are appealing. Does the audience like the look of the materials? If it’s a brochure, is it something they would want to pick up and read? Is the design and look of the materials appealing? Do they like/relate to the visuals?

Whether there are mistakes in the materials. The audience may catch...
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DESIGNING AN INTERVENTION USING SOCIAL MARKETING

**Implement**

- Be prepared for unexpected opportunities and problems to arise.
- Make sure communication lines are clear and everyone knows who to contact if this occurs.
- Establish regular meetings or contacts during the campaign to monitor the process & keep everyone updated.
- Work closely with the partners you have brought into the initiative. Keep communication lines open with them.
- Assess the progress along the way & be ready to revise it if necessary.
Evaluation: definition

Evaluation of the program should be conceived during its developmental stage, although it is conducted upon the delivery of the program. Here, how the program is affecting beliefs, attitudes and/or behaviors of the target audience is measured. The type of evaluation chosen depends upon available funds, time, level of support for evaluation, the data wanted, policies pertaining to the ability to gather information, and the overall program design.
**DESIGNING AN INTERVENTION USING SOCIAL MARKETING**

**Evaluation: types**

**Formative evaluation** - tests the strengths and weaknesses of materials to be used in the program by pretesting them before implementing the program.

**Process evaluation** - examines the steps taken to implement the program.

**Outcome evaluation** - explores the changes in attitudes & knowledge of the target audience, gathers information about expressed intentions of the target audience.

**Impact evaluation** - focuses on the long-term outcomes of the program; the long-term maintenance of behavior change.
DESIGNING AN INTERVENTION USING SOCIAL MARKETING

Evaluation: typical questions

• Did we do the right things?
• Did we do the things right?
• Did we reach the target audience?
• Did we target the right people?
• What message did they receive?
• Did it fit their needs?
• Were there changes in attitudes or behaviors?
• Were they the changes we hoped for?
DESIGNING AN INTERVENTION USING SOCIAL MARKETING

Document what was learned during and at the completion of the program to assist you or others who undertake a similar program in the future.

A quick word on Knowledge Management
Difficulties with SM

Social marketing is more challenging than ordinary marketing, for these reasons:

Often, people get no obvious or quick benefit from changing their behavior. And the beneficiaries of social marketing are often not the same people who are targeted.

Results are much slower. People respond to a normal advertising campaign within days (when they do at all), but habits take years to change.

Social marketing programs are usually commissioned by governments or NGOs. These are committee-based, and the committee members often find it difficult to agree on their goal hierarchies, given the multiple and often conflicting goals of the organizations.

By itself, social marketing doesn't change behavior. Large-scale behavior change needs more than marketing. Other important factors include the legal, the economic, and the technological.
Main source of information: http://ctb.ku.edu/tools/en/tools_toc.htm

QUESTIONS