EASA Education (EDU) Programme 'Ethics and Advertising Standards for Professionals in the Digital Age'

INFO PACK:

The 3E MODULE

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Rev. 20 April 2011

… following the EDU AG meeting, 8 April, Vienna

The **3E module**, as described in this INFO PACK, will be available to

- ✓ **students** of Higher Education Institutions (HEIs)
- ✓ **Lifelong Learning Programme (LLP) professionals** of small and medium-sized enterprises (SMEs) with an interest in teaching the complete package or parts thereof.

The **purpose** and **ultimate goal** of the **3E module**

is **to develop a moral compass for advertisers, with an emphasis on digital advertising.**

'Advertising should be fun... but, with a common sense'

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6. Bibliography:
   - **a.** EASA publications: Blue Book 6th Edition, the Layman's guide to Self-Regulation, Digital Marketing Communications (DMC) brochure;
   - **b.** Supporting material on CD – available on request: selection of print ads that were adjudicated on by EASA member SROs, actual adjudications of ads.

3E MODULE as part of the EASA EDU programme

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3E MODULE

1. **Aim**, **impact** and **target audience**

OVERALL view…

Advertisers are becoming increasingly aware that demanding responsible marketing communications helps maximise the long term return on their marketing investments by building brand reputation. Agencies are also finding that producing creative yet responsible advertising yields the most profitable returns in the long run. Last but not least, media have also become conscious to the fact that publishing or broadcasting unethical advertising is detrimental to the trust that audiences and readers have placed in them. A decrease in readership or audience will inherently lead to less advertising.

Providing advertising professionals with an ethical advertising mindset will help them develop a competitive advantage over their peers.

The **aim:** to provide appropriate ethical advertising skills to help ensure that advertising is legal, decent, honest and truthful.

The envisaged **impact:**

- ☑ Students in the advertising sector will learn about the value of ethical and responsible advertising while focusing on digital media platforms, in an interactive way, raising the sector's work quality.
- ☑ SMEs will be asked to make sure that their advertising campaigns are responsible, helping build consumer trust in their brands, thus building brand loyalty, increasing sales, and strengthening the market share.

The **target audience:** The **3E** MODULE will be of interest to higher education institutions (HEIs) for students in marketing, communications, media, journalism and law, as well as to professionals who demand, create and/or place advertising – in particular those working for small and medium-sized enterprises (SMEs), creating in-house advertising campaigns.

2. 3E MODULE paradigm…

The 3E MODULE consists of **10 lessons** - as decided at the Education Action Group (EDU AG) meeting on 8 April 2011, in Vienna (see Annex 1 and 1.1) - and covers the following major topics, with an emphasis on Digital Media.

Each lesson concentrates on a specific area, depicted from Parts A-D (not necessarily in this order), and could be self-sustaining, to be used for specialised seminars or workshops, as well as a full course of study.

A: The Need for High Advertising Standards

Part A highlights the need to ensure consumers' trust in marketing communication, which is achieved by adhering to high advertising standards overseen by independent self-regulatory systems at national level.

Specific points:

- The role self-regulation has played historically and the implications of evolving communication technologies;
- EASA and its development of models for best practice;
- Actual case studies will be provided that focus on various self-regulatory organisations;
- The role of various legislative bodies in trying to regulate the industry;
- The various new forms of advertising and marketing techniques evolving;
- The need to coordinate a unified approach for ethical online behaviour.

B: Current Codes, Tools and Technology

Part B looks at the specific definitions and interpretations of current codes and the need to examine next steps taking into account the rapid development of technology.

Specific touch points:

- Children
- Green marketing
- Food
- Alcohol

Definitions and cultural modifications to be explored with regard to stereotypical images, taste and decency, and misleading claims.

The role of self-regulatory bodies and ethical behaviour with regards to competitor challenges.

Examples of past and current advertising campaigns using past and current advertising tools and technology.

C: How Advertising and CSR Work

Part C looks at the realities and practicalities of implementing self-regulation.

Specific touch points:

- The need to establish principles and ethics to which all members of industry can subscribe;
- Examining current documents from either the European Commission or national governmental bodies regarding marketing, protection of minors or reports;
- The EASA model for advertising self-regulation would reflect historically the background of advertising and marketing, and the need of developing self-regulatory codes and promoting compliance thereof.

D: Policies and Procedures for the Future

Part D focuses on current self-regulatory systems and best practices around the world and specific core principles and practices.

Specific touch points:

- The need to establish new policies and procedures for the current technology and marketing approaches in order to reach a new and more technologically sophisticated global audience;
- The areas of cross border, child protection as well as technical devices to promote a new kind of marketing strategy (i.e. social networking, immediate response and feedback of data, etc);
- The growing field of Digital advertising; the importance of Media literacy;
- Interactive exercises using case studies from the New Media / New developing global advertising trends / New Age responsibility in creating ethical advertising and business growth.

The teaching method is an interactive one, focusing on actual examples and providing students with practical tools within an ethical mindset.

3. 3E MODULE teachers…

The HEIs and SMEs interested in teaching this programme, or parts thereof, will receive via EASA and the SRO partners, both expert training and the materials required.

The geographical coverage of this module will be diverse; universities across Europe and beyond have expressed their interest in teaching the **3E** MODULE.

4. 3E MODULE to suit the different local interests…

The **3E** MODULE will be available in English, but can easily be adapted, either in full or in part, and may be translated to serve the needs of the local market.

5. When will the 3E MODULE be ready and what will be the costs?

The module will be ready for teaching in the second term of the 2011 university year, as of February 2012.

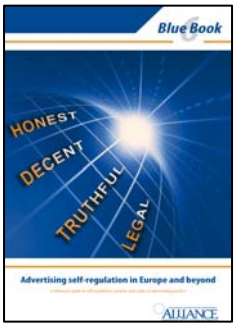
EASA is putting together this module for the benefit of future advertising professionals as well as SMEs, under the Lifelong Learning Programme (LLP). The module will be provided to HEIs as well as EASA members, free of charge, subject to written permission to use the materials and the agreement of participating parties with EASA's ethical conditions as defined in the EDU Charter (see Annex 2).

6. Bibliography

a. EASA list of publications

http://www.easa-alliance.org/Publications/page.aspx/11

Blue Book… http://www.easa-alliance.org/page.aspx/266



Published tri-annually, **the Blue Book is the only comprehensive guide to the self-regulatory and legislative rules governing advertising across Europe and beyond**. It is a must-have publication for all advertising practitioners, researchers and regulators.

The 6th Edition, fully revised and updated for 2010, provides a comprehensive overview of self-regulatory systems in Europe and beyond, an essential companion for planning pan-European advertising campaigns.

Written with both the practitioner and researcher in mind, the Blue Book contains:

- Detailed **overviews of self-regulatory systems** in both Europe and beyond, including information on services provided, national advertising codes and legislation as well as statutory and self-regulatory structures;

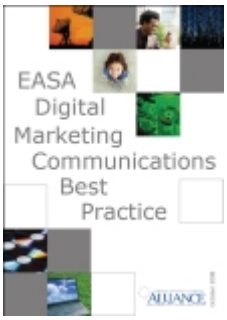
- A current **analysis of the key issues** with regards to advertising, including advertising to children, food and alcohol advertising, digital marketing communications and green claims;
- **Up-to-date statistics** on complaints regarding advertising content across Europe as well as cross-border complaints;
- A **checklist for agencies** with practical advice on how to ensure that advertisements are compliant with the advertising codes;
- Information on the European Copy Advice/Pre-Clearance Facility, an online **'one-stop shop' for copy advice** on advertising campaigns in preparation;
- **Advice about the kind of evidence needed to support advertising claims**;
- An **overview of international self-regulatory rules** contained in the Consolidated International Chamber of Commerce (ICC) Code on Marketing, Communications and Advertising;
- A **detailed analysis of all EU legislation** related to advertising and marketing communications;
- **Comprehensive comparative charts** comparing rules in place in the EU as well as features of individual self-regulatory organisations.

… order form on EASA website, discounts for universities, researchers & students, bulk orders.

Self-Regulation: The Essentials - A Layman's guide to self-regulation

This guide is designed for the lay person whether a newcomer to advertising and its regulation or an individual consumer citizen. It provides information on what self-regulation is, how it works, who it involves, how national and cross-border complaints are handled and what generally can be found in place across Europe. It is essential reading for a newcomer to this subject. The Layman's Guide is only available in English.

Digital Marketing Communications Best Practice



This best practice guidance is intended to serve as a means to initiate national discussions between the self-regulatory organisations and industry partners with regard to self-regulation within the context of digital marketing communications. EASA has sent the document as well as several tools to help explain the strategy to all of its member self-regulatory organisations with the request to engage in detailed operational discussions with their national industry. It has also contacted all its member industry associations requesting that their national industry members support the initiative. Feedback from national discussions and practice may lead to further adjustment of and communication on the existing best practice during 2009.

b. Supporting material available on CD

7. Overview

In keeping with the forecasted trends that advertising will further shift towards digital platforms, the European Advertising Standards Alliance (EASA) is developing an education programme (EDU) which will focus on Digital media, and the specific issues that need to be kept in mind, such as responsibility, trust and privacy.

The EASA EDU is a non-profit endeavour made available by the EASA Secretariat to its members and their local markets, and consists of two phases.

Phase I - The **3E project:** in this phase, EASA is developing an education module, **3E** MODULE, designed to cover:

- Advertising standards: what are they, how are they used, by whom and under whose mandate? Advantages and challenges are also discussed;
- Digital marketing communications: the ever more blurry distinction between content and advertising, how to identify a digital marketing communication and the specific mindset.

The 10 lessons are currently under development – see section 2 (page 4), 'the **3E** MODULE **paradigm'**.

The design of the **3E** MODULE is based on the trial module, Module 0, excerpts of which may be found in section 10 (page 9). The teaching method will be an interactive one, to help ensure a fun, 21st century learning experience.

Phase II – The **database:** the information put forward in the module will be supported by an extensive bibliography, which will provide an overview of the educational initiatives that consider advertising standards issues in Europe and beyond (in the countries where EASA membership exists).

8. Who constructed the programme…

The EASA Secretariat contracted Dr Arthur Pober to design the concept and write the **3E** MODULE, and named Dr Pober as EDU programme Director. The Secretariat is in charge of managing and co-ordinating the programme, by assisting the EDU programme Director and by gathering all the appropriate educational material. All work is being reviewed and approved by the EASA EDU Council (see Annex 3).

EASA is the single authoritative voice on advertising self-regulation issues and promotes high ethical standards in commercial communications by means of effective self-regulation (SR), while being mindful of national differences of culture, legal and commercial practice**.**

Set up in 1992 as an international non-profit organisation based in Brussels, EASA brings together national advertising self-regulatory organisations (SROs) and organisations representing the advertising industry in Europe. EASA is the co-ordination point for a vast network of European and some non-European SROs.

Why?
EASA strongly believes that by helping create effective advertising self-regulation, advertising will be even more responsible, which in turn is of benefit to both consumers and the advertising industry as a whole. Having and demonstrating high ethical standards in advertising is EASA's mandate.

What else does EASA do and how?
EASA provides detailed guidance on how to implement advertising self-regulation for the benefit of consumers and businesses. Over the years EASA has helped to set up and provide training for several advertising self-regulatory systems in Europe and beyond. It continues to help consolidate and improve existing systems by providing best practice recommendations based on the day-to-day experience of a network of operational SROs. It also helps promote self-regulation at a European level by informing the European institutions of the practical operation and benefits of advertising self-regulation. Especially at the European level, EASA has been successful in promoting self-regulation as an alternative to detailed legislation, a fact that has been repeated in several EU directives already, including the Audiovisual Media Services Directive.

… for more information, visit EASA website www.easa-alliance.org

9. How did it originate and the way ahead…

In September 2008 EASA was approached by a Romanian university which was interested in a Master's course on advertising standards. Following discussions with experts both in the field of education and advertising, EASA suggested that this course takes the form of four modules. Since then, there has been a failed EC funding tender application and, with this in mind, EASA has designed a trial module, Module 0.

Two years later, EASA's group of partners - the Education Action Group (EDU AG) – continues to meet periodically, pursuing the programme further.

10. Module 0 excerpt and an overview of the 4 original modules

Following several successful presentations around Europe early 2009, EASA members and HEIs' representatives expressed their interest in introducing the programme as early as October-November 2009.

EASA designed a trial module, Module 0, which gives a flavour of what Modules 1 to 4 will cover, over a 10-20 hours course - designed by Dr Arthur Pober, EASA EDU Programme Director.

Module 0 (the trial module) – excerpts from lessons 1-10:
A hands-on experiment conceived to establish a natural flow of information, preparing professionals for a better, versatile advertising market.

- ☑ a glimpse at a new teaching concept which rests on the principle of interactive application sessions;
- ☑ a collection of excerpts to prove that education can be made attractive, whilst assuming responsibility of utmost importance;
- ☑ a practical application in correlation with today's and in preparation of tomorrow's advertising issues.

excerpt_**1: PRODUCTS – ADVERTISING**

...

"**ADVERTISING** is a paid form of communication that a company chooses in order to promote a product or a service. The advertisement is created by the company or a hired agency, and disseminated through media (broadcast, non-broadcast, digital, etc)" - Dr C Lianu.

...

*Insert: definition of **ETHICS**, quotes, the difference between advertising standards and censorship, etc.*

Opening Questions:

- When we look at a product, what does it mean to us… the public… society in general…?
- How do we translate what we want to say into a language that can be understood by the *many* rather than the few?
- How do we usually convey the meaning of what an object/product is?

The need for a clear, accurate and concise understanding, definition and picture of what we are trying to define.

...

excerpt_**3: IMAGE AND MESSAGE…** continued

Introduction and Review

- What is an image?

"An **IMAGE** is a concrete or a symbolic representation of a person, place or thing" Dr C Lianu.

- In the context of the activities and exercises in the past few sessions, what do we think is an image?... Specifically, with regard to advertising?

Image: Public definition / Social definition / Professional definition / Positive – image / Negative – image / Responsible – image / Irresponsible – image.

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Activity:
Select a group of objects from list (to be provided). *These are the products of your company*: *create a corporate brand*!

"The **BRAND** (the cumulative images) is the marketing concept and/or interaction of a product or service" - Dr C Lianu.

… an image for your company that produces these products.

Discussion (2 teams):
What is the image you believe you want to convey to:

- the Public
- Government
- Industry…

… about your company and their products.

Compare and Contrast: the different brand concepts - images and campaigns;
let class comment and conclude.

excerpt_4: BRANDS, FINDING ONES IDENTITY & BUILDING A STRATEGY

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"The **brand** and the **brand image** are creating the **brand's identity**: an image that is meant to convey the message of the company or the larger product body.

The information of these different images are communicated in a term called **MESSAGE**, which takes the form of facts, events, options, experiences, stories, metaphors, expert opinion, testimonials etc. The communication utilises images that are composed of facts, explanations and theories, as well as emotions, cultural, social and moral values. These messages are a powerful tool when presenting a **brand's identity** through publicity and other communication strategies" - Dr C Lianu

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Real Practicum 1: Visit an agency, advertiser…

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Conduct an interview that focuses on obtaining information about:

- their strategies for branding…
- how it is done…
- the policies and procedures, etc.

Question: What is the message they want to convey to the consumer?

How do they achieve it? / Collect data in the form of a report / Next session discuss the results of their findings.

Real Practicum 2: Visit an SRO.

Question: How does the SRO figure out if the message fits the requirements for ethical advertising and marketing (honest, truthful, decent, legal)?

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excerpt_6: What is Ethical… Honest… Legal…? Who says?

6 a. The Role of Copy Advice

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Debate the issues of *why, how and who* should provide copy advice.

Questions:

- What are *the criteria to use* when examining an ad?

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Activity Practicum – SRO

Visit and interview an SRO / Do they provide Copy Advice? / View the process / Establish the list of criteria that is used to examine the campaign /

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6b: Real Cases

Select examples from each of the different areas in the context of an ad.

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Activity:

Select three or four brands – examine their campaigns.

If you were providing copy advice, what might you change in the particular ad and why?

- The clarity of the brand's message…

- How is it translated into the different forms of media?

▪▪▪

Question: Who and how do we assess what is ethical and what is not?

The Role of *Copy Advice & Pre-Clearance* - Different Perspectives and Different Needs

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Debate the issues of why and who should do pre-clearance.

Questions:

- Who would you think would offer the best protection for all and why?...
- What would you need in order to be most successful in ensuring ethical and honest messages?

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excerpt_**9. The Difference between Pre-Clearance and Copy Advice**

Questions:

- How many different people and department could or should be involved with pre-clearance? Why?
- What do you estimate the cost would be to do the job well and meet the high ethical standards we strive for?

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Discuss

- Strategies, obstacles and possible predicaments for company with government…consumers, etc.

Stress

- Cost factors
- Objectivity

▪▪▪

Who out of all of the different constituencies discussed in earlier lessons would best be able to offer the most cost effective solution? Why?

▪▪▪

What are the benefits to examine the potential problems *BEFORE THE FACT vs. AFTER THE FACT?*

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excerpt_**10: THE ROLE OF THE NEW DIGITAL MEDIA…**

Info and slides from pp presentation of the message and the effective way to integrate two as it has changed.

- Discussion of the roles of *traditional Media – TV*
- The difference with the *internet*
- Utilize information from the master course to *provide perspective.*

Exercise
How would you create a campaign based upon the new approach?
Examine an existing campaign for brands and products:

- Do they follow the new checklist?
- If not how would you create the campaigns that would bring it into compliance?

EASA EDU Programme Executives

Irina-Raluca Geangali-Little, EDU Project Manager EASA
Tasks: to assist the EDU Programme Director, to manage, develop and guide the implementation of the EDU programme/ **3E** MODULE.
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Dr Arthur Pober, EDU Programme Director (EASA Consultant)
Tasks: to design and write the **3E** MODULE to provide expert advice, from concept to implementation and beyond (as/when required).
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Renée Brautigam - Promotion & Communications Manager EASA
Tasks: to provide communications advice and review all written material produced.
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Dr Oliver Gray - Director General EASA
Tasks: to approve all final material, from concept to implementation.
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The EASA EDU Council

Piet Jaspaert – EDU Council Chairman, Chairman of the Complaints Committee CP/JEP (BE)
Tasks: give expert advice
Contact: piet.jaspaert@skynet.be

Other Council members: Angela Mills Wade, Executive Director EPC (UK), Tamara Ramach EU Affairs Manager EACA (BE), and EASA staff mentioned above

Collaborating expert partner

Romania : **Dr Costin Lianu**, Coordinator of National Export Strategy, professor in Economics, International Trade at Ministry of Economy, *author of several books on Branding*, among other.

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