

ARPCE Conference 2018
**Harris Manchester College,
University of Oxford, UK**

**Development Education and Social
Marketing: Two Disciplines with One
Purpose**

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Is education or marketing working? (For whom?)

- Three types of answers (covering either):
 1. “Certainly not. This is the cause of many of our social problems”
 2. “Yes if organisations/institutions are responsible companies”
 3. “Yes if all the techniques of education/marketing are used for the good of mankind” (SM)

What I would like to cover is ...

- Introduction/some definitions
- Contrasting characteristics
- Highlighting opportunities for mutual enhancement
- Recommendations to practitioners in both fields

Differentiating DE and SM ‘from the crowd’?

- DE is seen as education towards action and social change to address the challenges of inequality and injustice (McCloskey, 2014)
- SM’s aim is to use the powerful techniques of marketing, and other disciplines, for the good of society (e.g. Fourali, 2016)

Similarities and differences

- Philosophical comparisons
- Procedural comparisons
- Issues of effectiveness

Philosophical similarities and differences

- **Philosophical Similarities**
 - Against radical neoliberalism
 - Principles (deontology and utilitarianism)
- **Differences**
 - DE: very suspicious of technical education
 - SM: eclectic/does not reject technical education

Procedural comparisons

- DE
 - Discursive methods
 - Aware of power structure
 - Awareness of paradigms ('the posts')
 - Too broad guidance (see slide)

DE general guidance to research

- Developing a **global** perspective to the world;
- A **value based** approach to learning;
- Participatory and **transformative learning**;
- Competencies of **critical (self) reflection**;
- Supporting active engagement (for a more **just and sustainable world**);
- Active local and **global citizenship** with a view to encourage civil society and foster a living democracy.

Procedural comparisons

- SM
 - Systematic steps
 - Monitoring action (result-led)
 - Lacks criticality

Effectiveness Issue (SM)

blinding trachoma	physical activity
community involvement	racism
diabetes	reducing prison numbers
doping in sport	safe driving
energy and water conservation	smoking cessation (or drug abuse)
environmental protection	smoking in pregnancy
fighting abuse and inequality	social enterprise
HIV/AIDS prevention	social exclusion
injury prevention	sugar-free medicine
junk-food advertising	suicide and domestic violence
mental health	transportation
obesity	waste prevention and recycling
oral and bowel cancer prevention	

Issues of effectiveness (DE)

- Evidence of effectiveness for DE
 - Paucity of comparative studies
 - Strong awareness about the need to measure the impact of DE (McCollum et al, 2001; Storrs, 2010)
 - Some evaluation frameworks (Scheunpflug and McDonnell, 2008)
 - Resistance to adoption of impact studies (e.g. Storrs, 2010) – next slide

DE's Resistance to adoption of impact studies

- Avoiding the use of business-related tools
- Educational measurement initiatives tend to restrict the educational enterprise
- DE is more about critical, emancipatory in nature rather than empirical support
- Unique contexts that prevent comparison
- Fear of evaluation (Storrs, 2010)

Some recommendations

- What can SM learn from DE
 - Philosophical ‘savviness’ (long history of concern for justice/inclusiveness)
 - Going beyond rhetoric of power (media, finance, political, cultural etc)
 - Research methodology (especially qualitative in-depth analysis)
- What DE can learn from SM
 - Hard fact based research
 - Multidisciplinary (eclectic)
 - Impact-based

Way forward?

“Blind humanism is ineffective, blind instrumentalism is misguided”

(inspired by Freire, 1970)

Thank you for listening

Reference:

Fourali, C. (2018). “Development Education and Social Marketing: Two Disciplines with One Purpose”, Issue 26 of *Policy and Practice*. The pdf of the article is available [here](#).