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.

Skinner et al, 2013
Procedural comparisons

• SM
  – Systematic steps
  – Monitoring action (result-led)
  – Lacks criticality
**Effectiveness Issue (SM)**

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