Social Marketing for Social Change

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Ecological model

Bronfenbrenner, Urie
Developmental Psychology, Vol 22(6), Nov 1986, 723-742
Ecological model applied to school/child
Ecological model applied to health

Determinants of health:
- Innate individual traits: age, sex, race, and biological factors
- Across life course

Health interventions:
- Policies
- Programmes
- Information

Outcomes:
- Behavioural outcomes
- Specific risk factors, diseases and conditions
- Injuries
- Well-being & health-related quality of life
- Health equity

Assessment, monitoring, evaluation & dissemination
Lack of basic skills amongst disadvantaged groups (OECD, 2012)

Greater risk of:
- Poor health
- Social, emotional and behavioural “issues”
- Attentive, cognitive and language problems

Which negatively affects:
- Educational progress
- Literacy and numeracy
- Social skills and employability
- Criminality
- Lifestyles and long-term health outcomes
Language skills and socio-economics

The Achievement Gap Starts Early

- 1,116 words (Children in professional families)
- 749 words (Children in working class families)
- 525 words (Children in welfare families)

Slide courtesy Edward Melhuish
Children of professional parents are advantaged linguistically.
OECD PISA results (2009)

• 15-year-olds who had attended pre-school were on average one year ahead of those who had not.

• Pre-school participation is strongly associated with reading ability at age 15 in countries that:

  – 1. aim to improve the quality of pre-school education

  – 2. provide more inclusive access to pre-school education

“The bottom line: Widening access to pre-primary education can improve both overall performance and equity by reducing socio-economic disparities among students, if extending coverage does not compromise quality.”

Quality and Duration matter

Developmental advantage for literacy (months)
Abecedarian Project (Ramey et al., 2000)

Longitudinal study involving RCT of pre-school daycare for disadvantaged children; intervention group showed:

• Higher cognitive development from 18 months
• Greater social competence
• Better school achievement
• More college attendance
• Delayed child bearing
• Better employment
• Less smoking and drug use

http://www.youtube.com/watch?v=oykf-pcGcPY#t=17
Perry Preschool Study

- Perry Preschool Study (Schweinhart, Barnes & Weikart, 1993)
- 123 African-American children in extreme poverty
- Randomly assigned age 3 to program or no-program
- Daily HighScope classes with planned learning activities and weekly home visits to families

![Graph showing differences between Program and No Program](image-url)
The HighScope Perry Preschool Study Through Age 40 (2005)

Figure 1
Major Findings: High/Scope Perry Preschool Study at 40

<table>
<thead>
<tr>
<th>Category</th>
<th>Program group</th>
<th>No-program group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrested 5+ times by 40</td>
<td>36%</td>
<td>55%</td>
</tr>
<tr>
<td>Earned $20K+ at 40</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Graduated high school</td>
<td>77%</td>
<td></td>
</tr>
<tr>
<td>Basic achievement at 14</td>
<td>15%</td>
<td>49%</td>
</tr>
<tr>
<td>Homework at 15</td>
<td>38%</td>
<td>61%</td>
</tr>
<tr>
<td>IQ 90+ at 5</td>
<td>28%</td>
<td>67%</td>
</tr>
</tbody>
</table>
HighScope Program Costs/Benefits

Figure 2
High/Scope Perry Preschool Program Public Costs and Benefits

- Education savings
- Taxes on earnings
- Welfare savings
- Crime savings

Benefits
- $7,303
- $14,078
- $2,768
- $171,473
- Total Public Benefit $195,621

Costs
- $15,166

$12.90 return per dollar invested.

[Constant 2,000 dollars, 3% discount rate]
Benefits of ECEC

Education and Social Adjustment:
• Educational Achievement improved
• Special education and grade repetition reduced
• Behaviour problems, delinquency and crime reduced
• Employment, earnings, and welfare dependency improved
• Smoking, alcohol/drug use, depression reduced

Decreased Costs to Government:
• Schooling costs
• Social services costs
• Crime costs
• Health care costs
Implications for Social Marketing

How can we use social marketing to change society and reduce inequality?

“Everything we do, feel and say from infancy to the end of life reflects the functioning of our brain”

- Pre-school years critical for brain and language development and subsequent cognitive, educational and social abilities
- Language development largely determined by parental inputs and pre-school education
- High quality ECEC and “good” parenting leads to better outcomes and reduced social problems (healthier lifestyles; more resilience)
- ECEC can overcome disadvantage & reduce inequality
- Upstream social marketing (policy): inclusive ECEC provision
- Midstream social marketing: high quality ECEC service
- Downstream social marketing: behaviour change programmes to encourage uptake of ECEC and support home learning environment