

# Social Marketing for Social Change

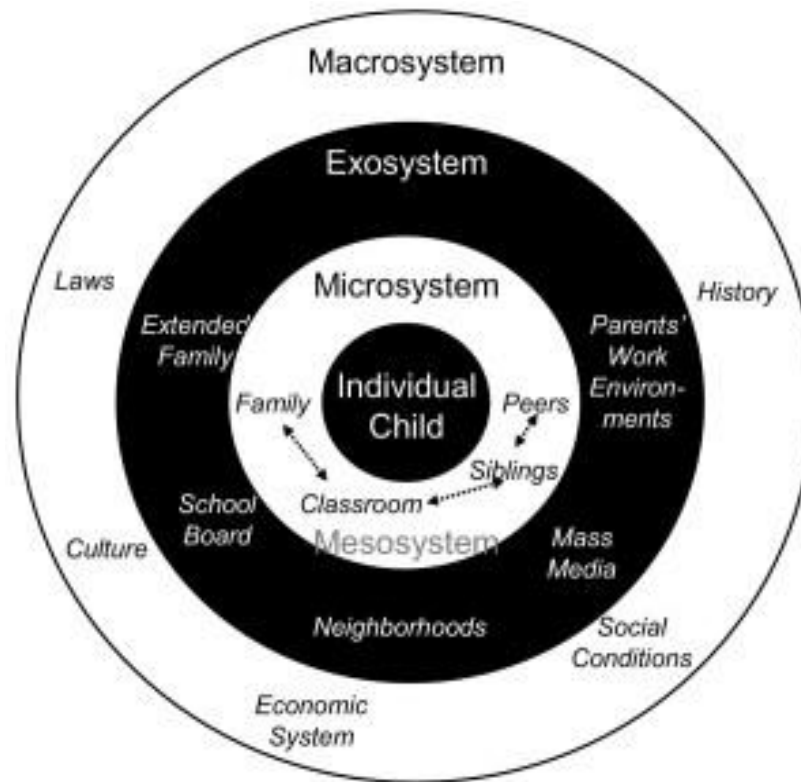
Matt Wood

University of Brighton

2014 ESM Conference Rotterdam

Matthew.wood@brighton.ac.uk

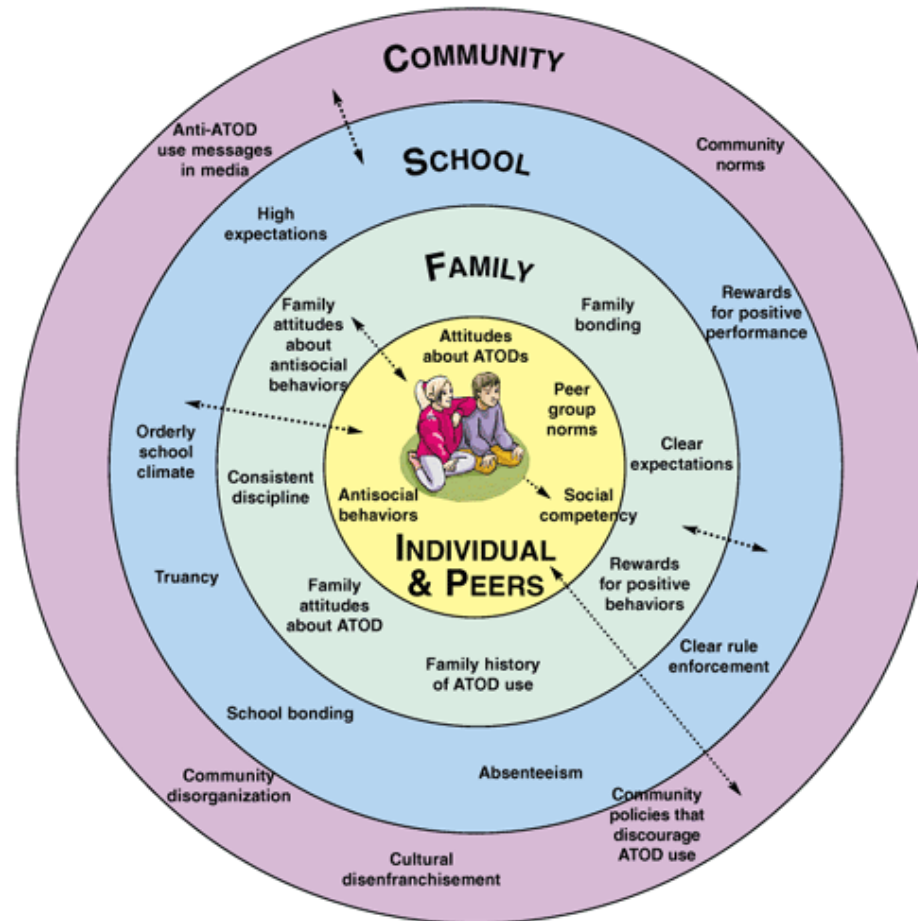
# Ecological model



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



### Health interventions:

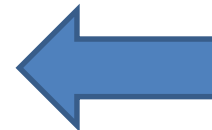
- Policies
- Programmes
- Information



### 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)

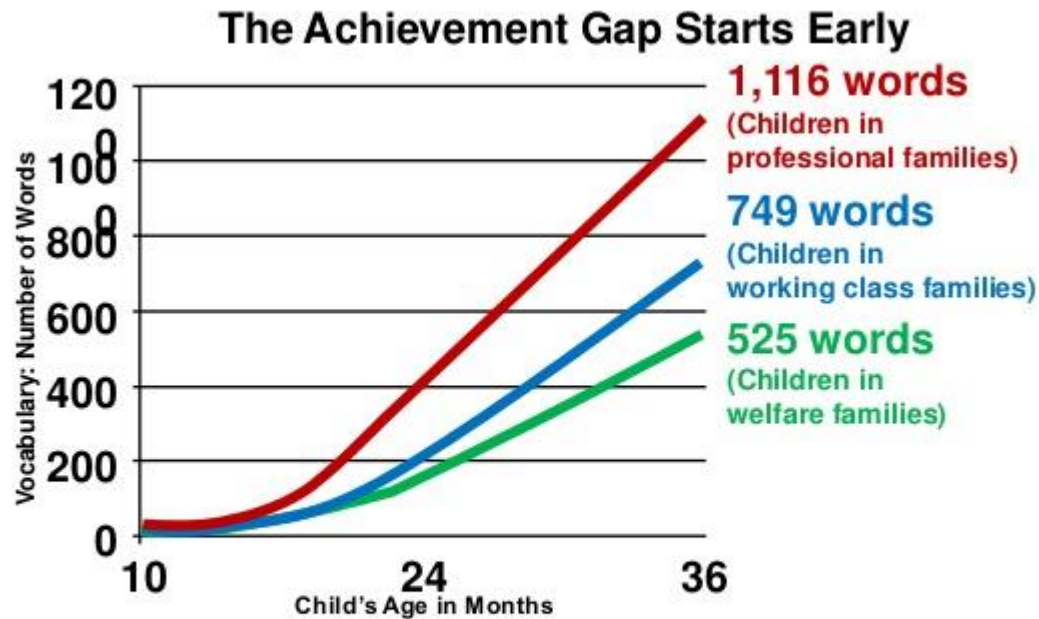
## *Greater risk of:*

- Poor health
- Social, emotional and behavioural “issues”
- Attentive, cognitive and language problems

## *Which negatively affects:*

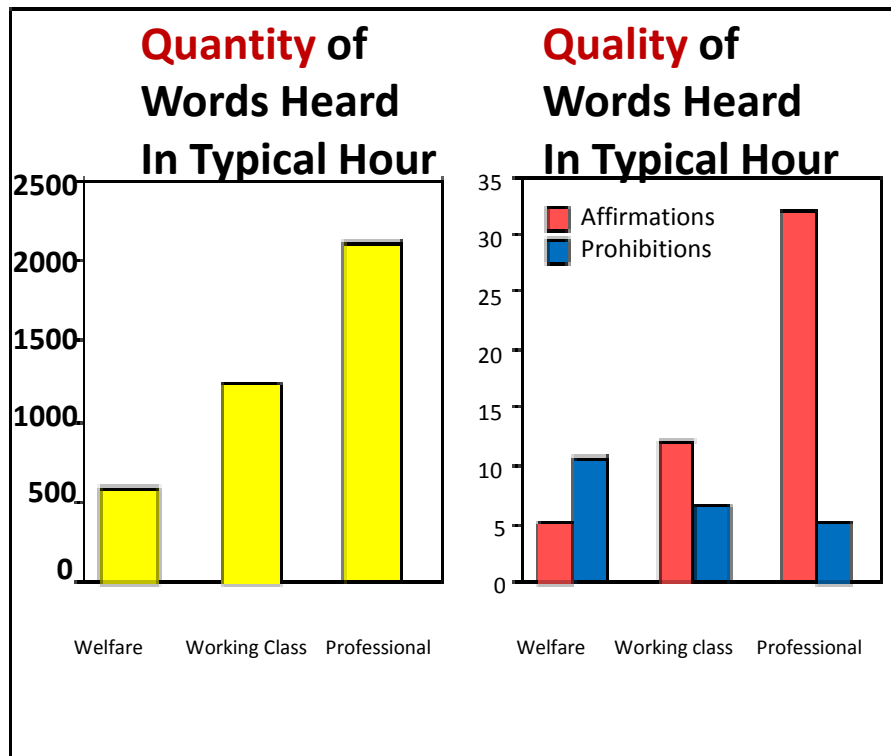
- Educational progress
- Literacy and numeracy
- Social skills and employability
- Criminality
- Lifestyles and long-term health outcomes

# Language skills and socio-economics



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

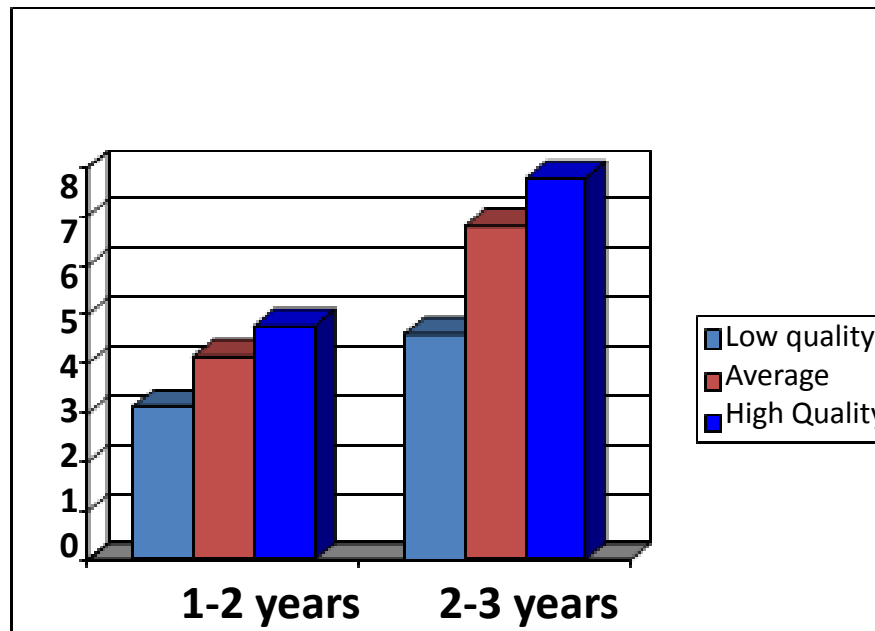
*“The bottom line: Widening access to pre-primary education can improve both **overall performance and equity** by **reducing socio-economic disparities** among students, if extending coverage does not compromise quality.”*

*OECD (2011). Pisa in Focus 2011/1: Does participation in pre-primary education translate into better learning outcomes at school?. Paris: OECD.  
Available at [www.pisa.oecd.org/dataoecd/37/0/47034256.pdf](http://www.pisa.oecd.org/dataoecd/37/0/47034256.pdf)*



# Quality and Duration matter

Developmental advantage  
for literacy (months)



# Abecedarian Project (Ramey et al., 2000)

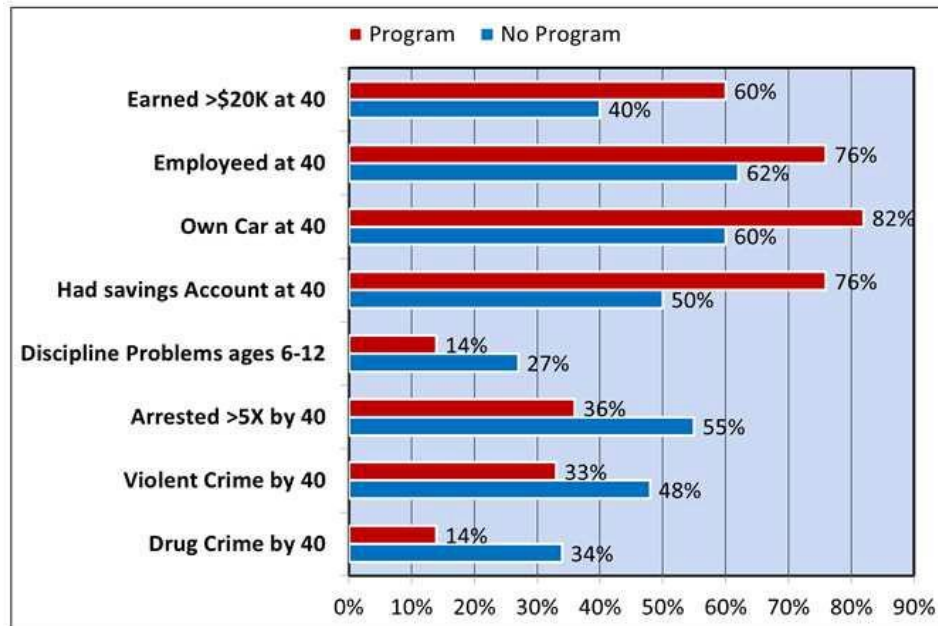
Longitudinal study involving RCT of pre-school daycare for disadvantaged children; intervention group showed:

- 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>

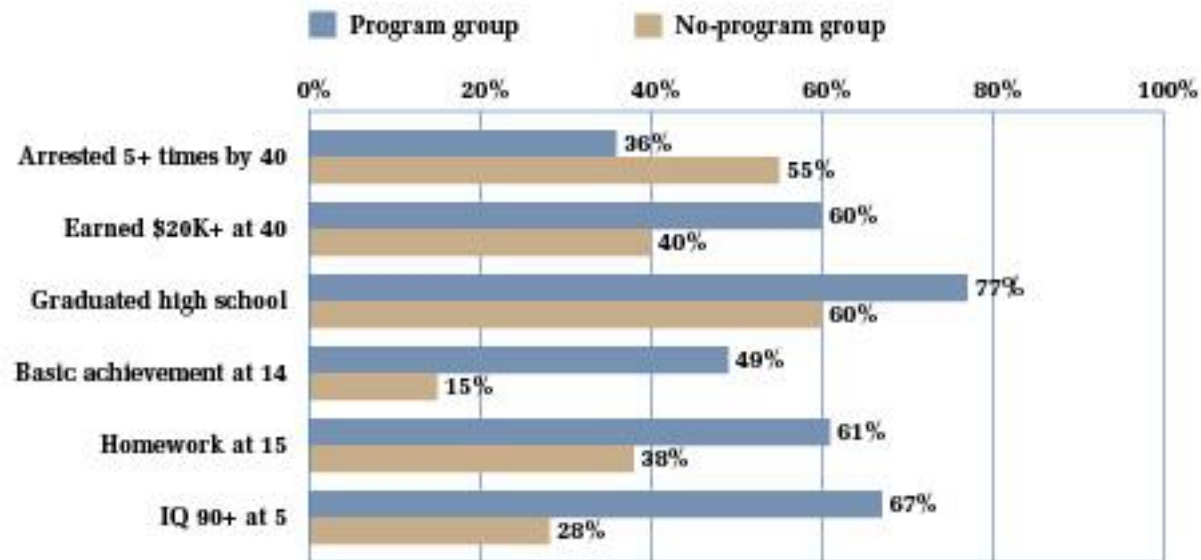
# Perry Preschool Study

- 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



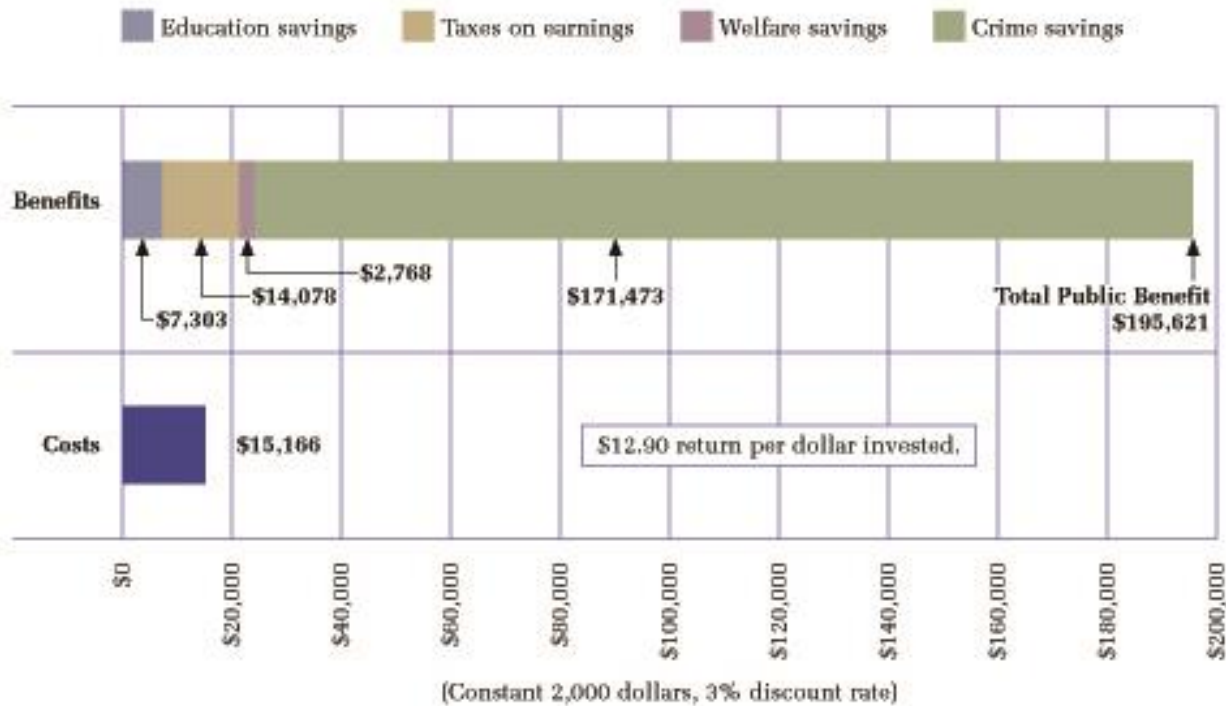
# The HighScope Perry Preschool Study Through Age 40 (2005)

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



# HighScope Program Costs/Benefits

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



# 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