

Defining Social Marketing in Violence Prevention Programs

Michael I. Krupnick

PeaceBuilders® • Tucson AZ

1-520-298-7670 • mik@heartsprings.org

www.peacebuildersintl.com



What is Social Marketing?

- There is no agreed upon specific definition at this time. **Phil Kottler**, the father of the “Marketing Concept” says that social marketing is the same as “commercial marketing” except the benefit is received by the **community** in terms of shifts in the culture rather than monetary benefits by the provider of the services (product).



Marketing is NOT:

- Advertising (newspapers, television, internet)
- Direct Mail
- Sales, costs (lives, quality, injuries, self worth)
- Product/ service design
- Trade Shows, Exhibits
- Promotions, demonstrations, public information
- Product/service delivery
- Focus Groups

It is ALL of these and more



Marketing is a shift in focus

- The spotlight is placed on the **utilizer** of the product / services (the market)
- **Services and structures reflect the needs and concerns of the market, NOT the provider. In our case, we often need to help the market determine what are their safer or more effective needs.**
- Data and research help identify current situations and trends and help monitor and measure change (success towards set objectives).



PeaceBuilders®

- A highly effective violence prevention and social climate change program originating in school environments. Spreads to the community.
- 13+ years of implementations, research & refinements. Thousands of sites, millions of participants and related individuals, organizations and entities.
- Implemented in various cultures and demographics.
- Directly reduces those risk factors and builds the protective factors which predict juvenile violence, mobbing (bullying), use of alcohol, tobacco and drugs and even teen pregnancy.
- A social climate change model, not a standard curriculum.
- Relies heavily on social marketing.



Initial Design: Social Marketing

- Over a year was spent researching qualitative aspects of school programs.
- Interviews with head masters, teachers, school administrators and staff about school oriented programs. example: what worked and what didn't?
- Findings included a key factor: even if the program had significant initial effects; it was usually difficult for the teachers to use, took much too much time to learn definitions and approaches, required many hours of training and still needed to be integrated into everyday lessons and classroom culture.
- Generally, participants stated that after as little as 3 months to a year, these programs “sat on the shelf” collecting dust.



Designed for simplicity

- PeaceBuilders Program must be:
 - ∅ easy to use, easy to understand and speak
 - ∅ kept simple in nature
 - ∅ training process and time reduced to a minimum
 - ∅ integrated easily into the regular teaching day
 - ∅ not viewed as another new program



Design for concerns and needs

PeaceBuilders Program

Simple, common language developed and is used and understood by all including teachers, students, parents & community

6 simple guidelines developed (give up put downs, praise people)

Initial training at a school is 4 hours & included ALL
Train the trainers is one day

Adjusts to each school and each teacher. Examples how to model the program for the children. Simple headmaster tools to implement at the school/site



Teachers find it easy to integrate into their regular teaching day

Teachers report it gives them more teaching time, they enjoy teaching again

Examples of how to spread into the community. Letters and notes from teachers home.

Creation of plays for parents to attend which actually “promote and explain” the program

Provide simple resource materials for the various markets in the school, i.e. teachers, staff (nurses, secretaries, cafeteria workers) pocket pals, headmasters for school wide events and support.



Provides support concepts, sharing from classroom to classroom, grade level, school to school. Community newsletters, initial community launches community events (San Bernardino Games), communications with newspapers and television stations.

Use of tools within the school such as PraiseNotes, posters created by students NOT pre-made, PB dining club, murals, events, plays, videos, etc.



An ongoing process

- Ongoing research and feedback helps refine the program building on successes and refining for break downs and weak spots
- **After 7 years, redesigned the format so it was easier to use. Result was PeaceBuilders 2000. Reduction in number of materials and duplication.**
- Easier to find resource information, lessons, activities as re-organized
- **Additional on-going support by web site**
- Supplemental resource information for new increase in mobbing research
- **Materials for additional market segments such as: summer camps, community after school programs, NGO's, social services, businesses**



Sustainability

- Data clearly demonstrates effective results and changes (reduction in fights 50% down to almost none; visits to school nurses for injuries and illness reduced an average of 12% per year for two years)
- **Teachers have more time for teaching**
- Reduction in mobbing realized not just by data but reported by both the perpetrators and those being bullied
- **Program used year after year. Sites implementing PeaceBuilders behaviours for 5, 7 even 10 years.**



- Expansion of program to additional schools within a group (district); additional locations within a community.
- Need for promotional and educational sites such as libraries, NGOs, businesses, governmental entities.
- Parent volunteers and participation increases significantly
- Many applications, activities and acknowledgements created by the utilizers



- Requests for more applications, additional school level programs



Summary

- Effective social marketing choices create effective program outcomes, provided that science is in the implementation as well.
- Refining for the “market’s (market segment’s)” needs and concerns can significantly effect the outcomes.
- Social Marketing includes most interactions of the provider of services with the users of those services. Standard marketing tools and techniques are the same in social marketing.
- The shift is to whom benefits and what those benefits are.

