



“Inclusivity and corporate social responsibility in marketing”

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INCLUSIVITY AND CORPORATE SOCIAL RESPONSIBILITY IN MARKETING

Abstract

Inclusivity and corporate social responsibility (CSR) in a community where ethnic diversity and conflict are very low compared to other countries still need to be researched more. This study aims to analyze university students' awareness of inclusivity and CSR in marketing teaching using a pretest-posttest control group design. Both experimental (n = 138) and control (n = 140) groups are homogeneous regarding nationality, ethnicity, and age. The experimental group was subject to specific training on inclusive products, marketing communication, and CSR, which allowed testing of their perceptions and the training's effectiveness. The first trial showed that the change in the experimental group was 8%, against 2.5% in the control group. The second trial demonstrated that the change in the experimental group was 30.4%, noting inclusive reasons, and, in the control group, only 6.4%. The third trial found a positive evolution in the experimental group, with more than 8.3% of students choosing the CSR company, and a negative evolution in the control group of -5.6%. These differences were not statistically significant within both groups but significant when comparing the two groups. The results of this study highlight that this homogeneous population does not think about those issues when analyzing businesses, products, or marketing communication. However, when people are submitted to specific training, they become aware and change their perceptions accordingly to what was expected. Thus, one concludes that education for inclusivity and CSR should be part of students' training, independently of the homogeneity of the social and human environment.

Keywords

inclusion, diversity, discrimination, advertising,
education, experience, trials, Portugal

JEL Classification

C93, I21, J14, M14, M31

INTRODUCTION

Modern marketing managers face several challenges when creating content that genuinely reflects the different interests of diverse communities and their perceptions of brand inclusivity. The challenge is providing differentiated brand appeals to different ethnic consumer segments (Licsandru & Cui, 2018).

Besides the fact that marketing communications may represent an effective means to more inclusive communication with ethnic individuals, one wonders whether this is effective within usually non-discriminated customers, who are used to contact traditional marketing communications. This study argues that training about discrimination in products, production, communication marketing, or corporate social responsibility is necessary for students and, probably, customers, in general, to notice or reflect on these issues in more homogeneous populations.

There is already some evidence of the importance of teaching for inclusivity and its positive impacts on future performance, as is the case of nursing education (Moorley & West, 2022), or studies focus on stu-

dents' safe and inclusion in educational contexts (Kuehn, 2020). In addition, some studies focused on faculty members that developed inclusive pedagogy based on the perceptions of students with disabilities (Moriña et al., 2020). However, there is a gap between the impact of teaching for inclusivity and students' perception of inclusivity in products, marketing communication, and CSR. As such, this study contributes to understanding how the training provided by the professor impacts students' cognition and their vision of reality (Crittenden, 2005; Hanna et al., 2013). As Rivera et al. (2020) highlighted, higher education institutions (HEIs) can foster student recognition of differences in organizations' activities toward inclusiveness or inclusivity.

Therefore, does one need the education to be aware of discrimination, inclusivity, or CSR? This paper seeks answers to this scientific problem.

1. LITERATURE REVIEW AND HYPOTHESES

There are two main research streams about the topic of inclusive marketing related to customers. The first is supported by studies in developing countries on the base or bottom of the pyramid (BoP) of global economies (Beninger & Robson, 2015; Chikweche et al., 2012; Gupta & Pirsch, 2014; Pizzagalli et al., 2018; Purohit et al., 2021; Prahalad, 2004; Utami et al., 2021). The second is about possible discrimination in more developed countries concerning gender, sexual orientation, ethnicity, culture, age, disability, and marginalized, disadvantaged, or vulnerable people (Cerdan-Chiscano & Jiménez-Zarco, 2021; Chen et al., 2017; Cunningham & Melton, 2014; Johnson et al., 2010; Licsandru & Cui, 2018; Petersen et al., 2015; Reyes-Menendez et al., 2021; Rivera et al., 2020; Ulver & Laurell, 2020).

Reyes-Menendez et al. (2021) highlight the importance of gender equality in communication campaigns and at work, suggesting that marketing campaigns should be more inclusive and respectful. Otherwise, it could cause revolt and frustration against the brand and a loss in global market share (Kipnis et al., 2013).

In another domain, Ulver and Laurell (2020) alerted to the existence of customer groups that are anti-capitalist, anti-colonialist, anti-unethical, anti-exclusion, and anti-liberal, leading to resistance to consuming products that appear to have some relationship with those problems. Petersen et al. (2015) found that national culture should be considered at the core of marketing activities related to consumer financial decision-making. Johnson

et al. (2010) showed that the effectiveness of multicultural advertising is influenced by similarity (each consumer group is identified with an actor having the same cultural background) and corporate social responsibility (presenting a brand identity with positive and socially relevant values that help to increase organizational acceptability and revenues) processes. Gupta and Pirsch (2014) showed exploitative marketing practices of dubious ethics (e.g., deceptive or misleading advertising, marketing "harmful" products, such as tobacco, unhealthy food, etc.) made by organizations from more prosperous countries. It was shown that non-BoP consumers would be against organizations perceived to be marketing unethically to BoP consumers. The literature presents some negative impacts on brands due to customer exclusion or misrepresentation of some communities in marketing communications, such as damaging reputation (Licsandru & Cui, 2018). Cunningham and Melton (2014) studied health clubs' advertising, showing that those consumers consider them diverse and inclusive in terms of race, sex, sexual orientation, and gender identity when their ads are more inclusive than when they are not. Many other studies pointed out the capital role of customer social identity (Escalas & Bettman, 2005; Jenniina, 2019; Josiassen, 2011; Mishra & Bakry, 2021; Stokburger-Sauer et al., 2012; Tuškej et al., 2013; Wolter et al., 2016) concerning brands and marketing activities. However, they are scarcer concerning racism issues or other types of discrimination (Mishra & Bakry, 2021).

In terms of product creation and innovation, many people become frustrated because they have difficulties, for example, with technological products. This situation will be worst with old or disabled

people (Chamberlain et al., 2015). As an excellent example of an active approach to this non-inclusive reality, the British Standards Institution launched a new standard that defines inclusive design based on product and service accessibility and usability by many people as possible in a wide variety of situations and without the need for unique adaptation or specialized design (Keates, 2005).

All strategies and practices that can facilitate the interactions among different persons in terms of gender, sexual orientation, age, social class, ethnicity, culture, and personality, managing diversity with sustainable equity and justice may be seen in the scope of the concept of inclusion (Ruiz-Alba et al., 2019). An excellent example of these strategies is universal design (Rivera et al., 2020). A design exclusion means that determined persons with disabilities, for instance, cannot use the product. However, it is essential to help all people change their attitudes and behaviors toward an inclusive society because inclusivity benefits everybody, not only those who are different from the majority (Melian et al., 2016). Therefore, inclusive marketing should adopt a human-centered approach (Giacomin, 2014). Some argue that a multicultural approach involves using different marketing strategies adapted to different cultures, ethnic groups, religions, nationalities, beliefs, or customs (Friedman et al., 2007). However, this study points more to the possibility of having inclusive marketing that, with the same instruments, can reach all groups considered to be the target of a particular product, for instance, multicultural advertising (Johnson et al., 2010; Perkins et al., 2000).

Cloquet et al. (2018) and García et al. (2018) appealed to the need to be more inclusive in advertising. García et al. (2018) showed that phenotypic diversity in advertising is not yet well represented in the Spanish social reality. Cloquet et al. (2018) showed that the brochures and websites about Cornwall (England) mainly focus on access, neglecting the possibility that people with a disability could be a market target for this touristic place.

It is worth noticing that social inclusion is related to social sustainability (Vallance et al., 2011), defining a process toward an inclusive society where everyone can be visible and actively participate in it, embracing people's diversity (UNDESA, 2007).

Another organizational strategy for inclusivity could be related to corporate social responsibility (CSR) activities. There is a trend toward broadening the scope of analysis of CSR, including environmental and social sustainability, which leads to thinking about inclusiveness and inclusivity as another critical step to corporate citizenship (Carvalho et al., 2014). According to Turker (2009), CSR is seen as an activity that goes beyond the organization's economic interests and aims to positively affect stakeholders. However, it is possible to see CSR as mainly a "good" behavior in the economic area, creating well-paying jobs and wealth for society, using the resources efficiently and being ecological-friendly, and being ethically and legally responsible (Carroll, 1979, 1999). Philanthropy is positive but must be considered only as an additional effort to give back to society part of their profits, besides their contribution in economic and ecological domains, leading to higher brand equity (Grover, 2014). Spending profit on philanthropic activities and simultaneously failing to be responsible and accountable to various stakeholders in economic, legal, social, and ethical performance is contradictory (Carvalho et al., 2014).

The increasing number of studies related to inclusivity, as well as literature about CSR, demonstrates the importance of these issues in modern societies. However, there is a lack of studies concerning inclusivity related to gender, sexual orientation, ethnicity, culture, age, disability, and marginalized, disadvantaged, or vulnerable people in more homogeneous populations. In addition, CSR approaches continue to be misunderstood by the population. Therefore, education can play a crucial role in making non-multicultural and less diverse people aware of these entrepreneurial, social, and human issues, contributing to a more inclusive society and socially responsible enterprises.

Considering the gap in the literature about jointly studying the impact of teaching for inclusivity and students' perception of inclusivity in products, marketing communication, and CSR, this paper focused on this issue. Are the students aware of product and ad discrimination? Are the students aware of the importance of CSR? Can education contribute to awareness of inclusivity and

CSR issues? The answer to these questions is the aim of the study, and it has led to the formulation of the following hypotheses:

- H1: *Inclusive marketing training positively influences students' perceptions of an inclusive product.*
- H2: *Inclusive marketing training positively influences students' perceptions of an inclusive television ad.*
- H3: *CSR training positively influences students' perceptions related to a description of a CSR company.*
- H4: *Students with high homogeneity in terms of nationality, ethnicity, and age, as happens in this Portuguese environment, are only aware of inclusivity issues if they are subject to specific training in marketing and CSR activities.*

2. METHODS

A pretest-posttest control group design was used (Kinneer & Taylor, 1996). The student's classes were randomly assigned to experimental and control groups, being measured before and after the treatment (training program about CSR and inclusivity) in the experimental group.

This study followed an experimental approach (Rivera et al., 2020) that aims at studying the impact on the attitudes of university students with high homogeneity in terms of nationality, ethnicity, and age when they are subject to specific training on inclusive marketing and corporate social responsibility, as well as evaluating the training effectiveness.

A structured self-administered online questionnaire was carried out to the groups of student classes. The questionnaire was the same in the two moments of measure. The control group answered the questionnaire on two occasions, one month apart, without any specific training. The experimental group did the same activities but underwent specific training on inclusive marketing and CSR one week before the second participation. As is known, this design allows controlling for se-

lection bias and all extraneous variables (history, maturation, testing, instrumentation, regression, test unit mortality) because they appear in both groups (Kinneer & Taylor, 1996). However, the interactive testing (IT) effect must also be considered, which could appear in the experimental group because of the impact of the first measure in the treatment effect (training). The fact that the experimental group has already been measured before the specific training may influence the reaction to that treatment. Therefore, this effect will be a potential confounder of external validity. However, the questionnaire used is disguised, and the students were subjected to different lectures about all aspects of the marketing domain, minimizing the potential confounding effect of IT.

Moreover, three questions were applied to the participants using the Mentimeter software to reinforce the evaluation of the training's effectiveness. It was asked for a general opinion about the training on inclusive marketing and CSR. It is critical that Mentimeter does not identify the students; as such, they are free to answer.

The participants in this study were first-year undergraduate students ($n = 320$: 160 in both groups, corresponding to four classes) at Oporto Global University in Portugal. There are three reasons for this choice. First, a university environment facilitates the conduction of experimental tests (Cunningham & Melton, 2014); second, it is possible to have a high homogeneity in terms of nationality, ethnicity, and age among students in this particular context; and third, students are ideal because this is a pedagogical study.

The sample was reduced because several students dropped out of the course or gave up on the evaluation system. Thus, the final sample comprised 140 students in the control group (74 female and 66 male) and 138 in the experimental one (64 female and 74 male). A Chi-square test showed that the samples are independent of sex ($\chi^2 = 1.167$; $p = 0.28$). All the students have Portuguese nationality; however, seven are ethnically related to African (5) and Asian (2) families. The mean age was 20.06 (SD = 1.54) in the control group and 19.87 (SD = 1.45) in the experimental group. A t-test showed that the students are of the same age on average ($t = 1.085$; $p = 0.28$). The degrees frequented by the students were:

83.1% in management, 11.2% in marketing, 3.6% in international relations, and 2.2% in management information systems. They were in all eight classes that were randomized between the two groups. One concluded that the two groups were similar in terms of sociodemographic variables.

The questionnaire (Appendix A) was disguised as an exercise to prepare debates on what the students think about different product designs, different types of ads, and different organizational strategies. Thus, the focus on inclusivity was never mentioned. The questionnaire was created online with Qualtrics software, and one gave the students the links for each inquiry phase. This study needed to have its crucial subject disguised; otherwise, the results would be compromised. At the end of the trials, the students were informed about the experience, and all agreed to use the data for the study. The identification of each student was deleted from the database, and the results were used only for statistical purposes.

The classes dedicated to marketing issues included miscellaneous topics such as marketing-mix, branding pentagram, crowdsourcing, customer journey map, social marketing, social network analysis, stakeholders' management, life cycles, tetrad-value theory, brand equity, customer lifetime value, price-quality strategies, and inclusive marketing. This last topic was developed, including the definition of inclusiveness and inclusivity, diversity, and inclusion; how to create inclusive marketing; universal, participatory, and empathy designs; and the expectations-experiences matrix. About CSR, the students have a lecture on the boundaries of corporate social responsibility, social footprint, stakeholder orientation, and organizational mission.

The study performed a content analysis of the student's answers. Because one told them in the questionnaire that it would be possible to answer only with two words, it was easier to make their categorization by the inclusive or not inclusive type of responses. All the authors did the analysis independently, with 99% agreement. They agreed with the final result of the categorization in cases where there was a discrepancy.

As mentioned before, this type of study is done in a disguised way to avoid as much as possible the bias that would happen if the students knew the purpose of the course exercises. These exercises are part of the teaching method, so students are used to doing this assignment. What has been done differently was to teach these subjects in a different order in the course. Inclusivity and CSR topics were taught to the control group only after they had finished all the trials. At the end of the course, all students were informed about the experience and agreed that the approach was the best one to prove the effectiveness of teaching those subjects related to inclusivity and CSR. They also agreed that this experience should be published to help other teachers and students to realize that these social and management issues should be present in their agendas.

3. RESULTS AND DISCUSSION

Concerning the question about the door handle preference, Table 1 shows the results in the two groups. The experimental group presented a positive evolution in choosing the inclusive door handle (photo 2) that is statistically significant ($p < 0.01$). On the contrary, the evolution in the control group is not statistically different between moments 1 and 2.

Table 1. Questionnaire trial 1: Results of choice between two door handles

Group of students	Moment	Photo	n (%)	Test of related samples
Control group	1	A	21 (15)	McNemar statistic: 0.571; $p = 0.453$
		B	119 (85)	
	2	A	18 (12.9)	
		B	122 (87.1)	
Experimental group	1	A	13 (9.4)	McNemar statistic: 6.75; $p < 0.01$
		B	125 (90.6)	
	2	A	3 (2.2)	
		B	135 (97.8)	

However, even in the control group, there was an increase in choosing the inclusive door handle. One used Quade’s Analysis of Covariance (Quade, 1967), a non-parametric approach, to control this effect in the analysis because the variables are categorical. After the ranking transformation and the linear regression upon the unstandardized residuals, the ANOVA shows an F -statistic = 10.592 ($p < 0.01$), demonstrating that the effect of the training was successful when comparing the experimental group with the control group, confirming hypotheses 1 and 4.

After the content analysis, the reasons for students’ choice during trial 1 were divided into two groups: inclusivity and other reasons. The latter, for the control group, include reasons like accessible, nice, good aspect, attractive, beautiful, classic, safe, comfortable, color, design, different, discreet, durable, effective, elegant, aesthetics, more style, easy to use, lux, maneuverability, material, minimalist, modern, practical, refined, simple, sophisticated, and size. For the experimental group, the reasons were similar: accessible, good aspect, less common, attractive, beautiful, classic, comfortable, color, design, different, discreet, elegant, aesthetics, easy to use, lux, minimalist, modern, practical, refined, simple, ergonomic, functional, and versatile. Some reasons could be close to the awareness of inclusivity, like accessible (3 answers), safe (1), easy to use (21), maneuverability (1), ergonomic (1), and versatile (1). However, this point of view is probably more related to their “type” of person than any particular concern with disabled people.

Concerning the question about the television ads, it was asked what they liked more in each ad. Some answers could be considered in the scope of inclusivity in both groups before the training because the students knew that the ad included different ages, ethnicities, and genders (they guessed). The non-inclusive ad was appreciated for many non-inclusive reasons, as expected. Thus, it was assessed the evolution related to the appreciation of the inclusive ad (Table 2).

The experimental group presented a positive evolution in considering the ad1 more inclusive with statistical significance ($p < 0.001$). A positive evolution in the control group also happened, but this was not statistically significant ($p = 0.064$). To control this effect, one calculated Quade’s statistics, which was $F = 26.896$ ($p < 0.001$), demonstrating that the effect of the training was successful when comparing the experimental group with the control group, confirming hypotheses 2 and 4.

On the questionnaire, there was another question about what the students liked less in the ads (Table 3). All the reasons were non-inclusive; however, in the experimental group, a different reason appeared after the training, related to ad2, criticizing that this ad used only young white female models.

Thus, even in the control group, it appeared to be a favorable evolution with statistical significance ($p < 0.05$). In this case, the IT effect happened, which leads the students to think about why the teacher has shown that particular ad. Nevertheless, the effect of training in the experimental group is quite

Table 2. Questionnaire trial 2: Results of what the students like more in both ads

Group of students	Moment	Ad	Inclusive reasons	Non-inclusive reasons	Test of related samples
			n (%)		
Control group	1	Inclusive	12 (8.6) ¹	128 (91.4) ²	McNemar statistic: 3.368; $p = 0.064$
		Non-inclusive	0 (0)	140 (100) ³	
	2	Inclusive	21 (15) ¹	119 (85) ²	
		Non-inclusive	0 (0)	140 (100) ³	
Experimental group	1	Inclusive	16 (11.6) ¹	122 (88.4) ²	McNemar statistic: 33.620; $p < 0.001$
		Non-inclusive	0 (0)	138 (100) ³	
	2	Inclusive	58 (42) ⁴	80 (58) ²	
		Non-inclusive	0 (0)	138 (100) ³	

Note: ¹ It spans different ages, ethnicities, and genders. ² Product presentation, choreography, creativity, product sound in the music, sound and colors, scenario, and creativity. ³ Scenario, product design, dialogue, duration, aesthetics, elegance, movie, imagination, brand, models, song, anything, narration, story, creativity, female power, clothing, slogan, sensuality, serenity, and simplicity. ⁴ Inclusive ad.

Table 3. Questionnaire trial 2: Results of what the students like less in non-inclusive ad

Group of students	Moment	Reasons	n (%)	Test of related samples
Control group	1	Inclusive	22 (15.7)	McNemar statistic: 5.76; $p < 0.05$
		Non-inclusive	118 (84.3)	
	2	Inclusive	35 (25)	
		Non-inclusive	105 (75)	
Experimental group	1	Inclusive	22 (15.9)	McNemar statistic: 57.551; $p < 0.001$
		Non-inclusive	116 (84.1)	
	2	Inclusive	90 (65.2)	
		Non-inclusive	48 (34.8)	

evident with statistical significance ($p < 0.001$). Calculating Quade’s statistics, it was $F = 58.428$ ($p < 0.001$), demonstrating that the effect of the training was successful when comparing the experimental group with the control group, confirming hypotheses 2 and 4 again.

Concerning the company description preference question, Table 4 shows the results in the two groups. While the control group presented a negative evolution related to the choice of company B, the experimental group evolved as expected, with more students choosing the company with a desirable CSR approach. However, those results are considered non-significant, as shown by the McNemar test.

However, the two groups did not start in moment 1 with the same distribution of percentages. Using Quade’s Analysis of Covariance, the ANOVA shows an F -statistic = 3.686 ($p = 0.056$). This is a borderline result, which would be statistically significant for $\alpha = 6\%$. As such, one can conclude that the effect of the training was successful when comparing the experimental group with the control group if it is considered a slightly larger type-I error, confirming hypotheses 3 and 4. It seems that only one lecture about CSR is not enough to achieve better results with students.

Analyzing the reasons for their choice, one can see that the two groups present similar ones in the first moment about the company presenting a classical approach to CSR (company A): good tax management, good environment, long-term growth, compliance with the laws, strategy, ethic, honesty, pay equity, justice with employees, more organized, profit maximization, working method, workers’ motivation, no risk of bankruptcy, do not evade taxes, objectives for stakeholders, organization, relationships more than profits, profit sharing, solidarity, and valuing the professionals. In the second moment, the control group presented fewer but similar reasons as in the first moment of the trial.

Concerning company B, which presents CSR not depending on the philanthropic aspect, the reasons were: the company gave up profits, good management, good environment, organizational behavior, consideration of stakeholders, cost control, long-term growth, compliance with the laws, empathy, more strategic, ethic, tax management, honesty, employees’ encouragement, justice with employees, more attractive, profit maximization, the best quality of products, best recruitment, best reputation, meritocracy, working method, monetary motivation, do not evade taxes, do not run away from obligations, bigger goals, objectives for stakeholders, organization, pay up, politically

Table 4. Questionnaire trial 3: Results of choice between two company descriptions

Group of students	Moment	Company	n (%)	Test of related samples
Control group	1	A	32 (22.9)	McNemar statistic: 2.083; $p = 0.146$
		B	108 (77.1)	
	2	A	38 (27.1)	
		B	102 (72.9)	
Experimental group	1	A	42 (30.4)	McNemar statistic: 2.042; $p = 0.152$
		B	96 (69.6)	
	2	A	34 (24.6)	
		B	104 (75.4)	

Table 5. Mentimeter trial: Results about training effectiveness

Questions	Average scores n = 126
Now I know better what inclusive marketing is.	4.4
Now I know better what CSR is.	3.7
These lectures increase my attention to these topics.	4.3

correct, relationships more than profits, solidarity, sustainability in the supply chain, transparency, and valuing professionals. This experimental group presented in the second moment fewer and similar reasons but with more emphasis on compliance with the laws, ethics, solidarity, and as a new reason, socially responsible. However, one can verify that the lecturer about CSR was less effective for students learning.

To evaluate the training effectiveness, three questions were applied to the participants using the Mentimeter software (Table 5). They were answered on an increasing scale of agreement from 1 to 5.

The training lectures were influential in the opinion of students, confirming hypothesis 4. However, the lecture about CSR was less effective than the other about inclusive marketing, confirming what was verified in the questionnaire trials.

The results of the trials developed in this research experience highlight the importance of cultural aspects when developing marketing activities (Petersen et al., 2015). It is also known that multicultural advertising and CSR processes are effective (Johnson et al., 2010). More, multi-ethnic marketing communications can affect customers' feelings of social inclusion (Licsandru & Cui, 2018). If consumers feel included in the brand's target, they will show more favorable attitudes toward marketing communications (Puntoni et al., 2011). Thus, these issues are crucial in societies.

Many developed countries present a multicultural population that could be more aware of their rights and fight against discrimination, whether ethnic, religious, gender, age, or physical or mental disability. However, some environments are highly homogeneous, with a lower prevalence of discrimination. This situation was confusing; thus, it is interesting whether this university population realizes the importance of these social issues for their future as members of a multi-diverse society. Consequently, special lectures were prepared to train students on these subjects.

The experience trials showed that universities could play a crucial role in developing inclusivity and CSR awareness, as in other countries (Rivera et al., 2020). The students confirmed that they are more attentive to these topics after the training. The increase in the number of students who considered product design and multicultural advertising as inclusive (Johnson et al., 2010; Perkins et al., 2000) was significant. The same occurred with CSR with lower impact. The teaching approach and its positive results can be explained in the scope of social learning theory, which considers the impact of specific education on people's points of view, cognition, and vision of reality (Crittenden, 2005; Hanna et al., 2013). Finally, the experimental design allows concluding that there is a causality effect between training and awareness of inclusivity and CSR in products, ads, and companies.

CONCLUSION

This study aimed to analyze the impact of specific education about inclusive marketing (product and advertising) and CSR from university students' points of view, considering they belong to a homogeneous population.

Students from a Portuguese university with high social and cultural homogeneity were chosen to represent this population. An experimental pretest-posttest control group design was implemented to measure the effectiveness of the training program in increasing awareness about inclusivity and CSR. The hypotheses were confirmed, showing that inclusive marketing training positively influences students'

perceptions of (1) an inclusive product, (2) an inclusive television ad, and (3) that CSR training positively influences students' perceptions related to a description of a CSR company. The fourth hypothesis was also confirmed; students with high homogeneity in terms of nationality, ethnicity, and age, as happens in this Portuguese environment, are only aware of inclusivity issues if they are subject to specific training in marketing and CSR activities.

Thus, this study argues that training about discrimination in products, production, communication marketing, or corporate social responsibility is necessary for customers to notice or reflect on these issues in more homogeneous populations. The world has an increasingly multicultural environment in cities and organizations. Making students aware of this reality will undoubtedly help them be more demanding, tolerant, and influential citizens, workers, and consumers in new environments without discrimination.

Inclusive teaching allows for approaches that address the needs of all students, providing a learning experience that considers diverse perspectives in a multicultural context, and promoting inclusivity as a subject that should be accepted and practiced in all societies. Thus, it is crucial that HEIs, and even earlier in primary and secondary schools, make students aware of these social issues, which will significantly impact people's quality of life and the success of organizations.

In summary, this study contributes to the literature on inclusive marketing, CSR, and their importance in educating all populations about those issues, independently of their homogeneity. This education will improve awareness of all types of discrimination, contributing to more social inclusion and cohesion. Marketers should also be aware of this demand from stakeholders, namely the customers, to increase the organizational reputation and financial sustainability.

AUTHOR CONTRIBUTIONS

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APPENDIX A. Questionnaire

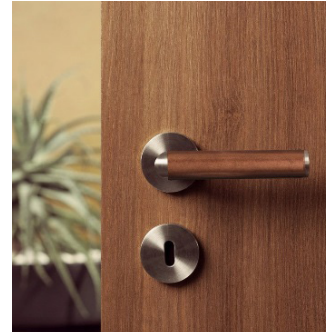
PHOTOS

A



(non-inclusive door handle)

B



(inclusive door handle)

1. Which door handle do you prefer?
2. State two reasons for your choice. It could be only two words.

VIDEOS

See video A at the following link

<https://www.bing.com/videos/search?q=surface+ads&docid=608039405055403819&mid=E4DA9116DF6E1BE19B44E4DA9116DF6E1BE19B44&view=detail&FORM=VIRE>

[It was a recent ad from a well-known software company that presented many aspects of inclusivity, namely, considering ethnicity and age].

See video B at the following link

<https://www.bing.com/videos/search?q=victoria%27s+secret+ads&view=detail&mid=604605E2B2AC1CF86870604605E2B2AC1CF86870&FORM=VIRE>

[It was an old ad from a well-known brand of lingerie that showed only young white models].

1. What did you like most about the two ads?
2. What did you like less about the two ads?

TEXTS

Company A: A large retail company pays employees contractually established wages negotiated with unions. It seeks to comply with the laws and uses good tax management, seeking to pay as little tax as possible. In its business, namely with suppliers, it seeks to “crush” costs to a minimum to be increasingly profitable. It organizes annually solidarity campaigns with institutions in the social sector, asking for a contribution of one euro for each customer purchase.

Company B: A large industrial company seeks to pay employees’ salaries above those contracted by the unions through strategies that, for some, are a higher base salary, for others, the obtaining of commissions, with the distribution of profits by the employees when the year is especially good. It has no tax avoidance strategy. It holds its business relationships to high ethical standards, even if this jeopardizes profit maximization.

1. Which company do you like the most?
2. State two reasons for your choice. It could be only two words.