



**USAID** |  
FROM THE AMERICAN PEOPLE

**JORDAN**

# STRATEGY FOR INSTITUTIONALIZING SOCIAL MARKETING AND STRATEGIC COMMUNICATION DEVELOPMENT IN JORDAN

PUBLIC ACTION FOR WATER, ENERGY AND ENVIRONMENT PROJECT  
PROSPERITY, LIVELIHOODS AND CONSERVING ECOSYSTEMS (PLACE) IQC TASK ORDER #5

Report no. 11

September 2010

This report was produced for review by the United States Agency for International Development. It was prepared by ECODIT for **Public Action Project for Water, Energy and Environment project**, Task Order No. EPP-I-05-06-00010-00.

# AUTHORITY

Prepared for USAID/Jordan under Prosperity, Livelihoods and Conserving Ecosystems (PLACE) Indefinite Quantity Contract number EPP-I-05-06-00010-00, Task Order #05, awarded September 1, 2009, entitled “Public Action for Water, Energy and Environment Project.”

This final report on “Strategy for Institutionalizing Social Marketing and Strategic Communication Development in Jordan” is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this report are the sole responsibility of ECODIT and do not necessarily reflect the views of USAID or the United States Government.

PREPARED BY

**DR. WILLIAM. SMITH, ED.D, PH.D (CONSULTANT)**

Consultation period 19 August to 15 September 2010

# PREFACE

The Public Action for Water, Energy and Environment Project (PAP) is a public education and behavior change communication program developed to support USAID's technical and policy investments in the Jordanian water and energy sectors, and to support specific initiatives in the environment, in particular with regard to solid waste. The project has been awarded to ECODIT, a US small business holding the Prosperity, Livelihoods and Conserving Ecosystems, or PLACE, Indefinite Quantity Contract with USAID.

PAP is a five years program that has been designed in three phases:

1. Data collection and assessment phase of 9 months ending July 31, 2010;
2. Participatory strategic planning phase of 3 months that will include dialogue with the relevant stakeholders; and
3. Implementation phase lasting about 4 years.

PAP Phase I (Assessment and Baseline Phase) completed by the summer of 2010. As part of this phase, ECODIT conducted numerous surveys, including 12 research efforts, and it is from the totality of these efforts that the project will determine its direction and focus for behavior change. ECODIT has divided this phase into the several rapid assessments, and then, based on identifier research gaps, PAP continues to conduct additional surveys on Phase II. In total, the whole surveys assess the current status in water and energy conservation methods and solid waste management practices in Jordan. As a result, in order to accumulate the efforts, PAP seeks AED consultancy to recommend a strategy for institutionalizing social marketing in Jordan, the report presents this strategic recommendation.

The original scope of work for this consulting assignment focused on three specific tasks:

- Draft of the content for a Master's Degree series
- Degree requirements and administration
- Assessment and recommendation for a potential University partner.

In consultation with USAID and project staff it was agreed that **a Master's Degree was not necessarily the only, or the correct approach to meet Jordan's needs.** The consultant was asked to make a broader assessment of those needs and present alternative ways to meet them.

This report is structured around that new requirement. As it was agreed that the general goal of this consultancy assignment become to:

*Foster a sustainable training capacity within Jordan to use advocacy, social marketing (SM) and communication to effectively promote positive social change consistent with Jordanian aspirations.*

While water, energy and the environment were important foci of attention, the scope was to be open to training in SM, advocacy and communication applicable to various other sectors such as governance and family planning where USAID is also active.

# TABLE OF CONTENTS

PREFACE.....	II
TABLE OF CONTENTS.....	IV
1.0 INTRODUCTION.....	I
1.1 ACTIVITIES.....	I
1.2 LIMITATIONS OF THESE RECOMMENDATIONS.....	I
2.0 SPECIFIC RECOMMENDATIONS.....	2
2.1 PROFESSIONAL DEVELOPMENT IN ADVOCACY, SOCIAL MARKETING AND COMMUNICATION ARE BADLY NEEDED. ....	2
2.2 RIGOROUS TRAINING SHOULD REPLACE WORKSHOPS.....	2
2.3 CURRICULUM SHOULD INTEGRATE SPECIFIC SKILLS COMMON TO ALL THREE DISCIPLINES (ADVOCACY, SOCIAL MARKETING, AND COMMUNICATION). ....	3
2.4 TWO MODELS OF IMPLEMENTATION ARE PROPOSED WITH VARIATIONS THAT COULD BE MIXED AND MATCHED.....	3
2.5 EXTERNAL FACULTY ARE ESSENTIAL TO SUCCESS. ....	3
3.0 MORE DETAILED ANALYSIS OF EACH RECOMMENDATIONS.....	4
3.1 ANALYSIS OF RECOMMENDATION NO. 1:.....	4
<i>Professional Development in advocacy, social marketing and communication are badly needed.....</i>	4
3.2 ANALYSIS OF RECOMMENDATION NO. 2:.....	5
<i>Rigorous Training.....</i>	5
3.3 ANALYSIS OF RECOMMENDATION NO. 3:.....	5
<i>Change Management.....</i>	5
3.4 ANALYSIS OF RECOMMENDATION NO. 4:.....	7
<i>Two Distinct Routes to Take The implementation of such a program;.....</i>	7
a. <i>In-service Leadership Model.....</i>	7
b. <i>Institutional Training Model.....</i>	7
3.5 ANALYSIS OF RECOMMENDATION NO. 5:.....	8
<i>Link to Prestigious Universities and Local Entities.....</i>	8
4.0 POSSIBLE NEXT STEP AND ACTION PLAN.....	11
5.0 FINAL OBSERVATION.....	12
6.0 APPENDIX.....	14
APPENDIX A: DETAILED ILLUSTRATION OF THE THREE IMPLEMENTATION MODELS.....	14
APPENDIX B: CONSULTANT WORK ORDER.....	14
APPENDIX C: BUILDING A MARKETING CURRICULUM TO SUPPORT COURSES IN SOCIAL ENTREPRENEURSHIP AND SOCIAL VENTURE COMPETITIONS, JOURNAL OF MARKETING EDUCATION. SCHLEE, CURREN, HARICH. ....	14
APPENDIX D: LIST OF INDIVIDUALS AND INSTITUTIONS INTERVIEWED.....	14

# 1.0 INTRODUCTION

Upon the agreement between USAID and PAP staff to make a broader assessment of Jordan needs in terms of SM and present alternative ways to meet those needs not including the Master's Degree option. This report is structured around the goal of:

***Foster a sustainable training capacity within Jordan to use advocacy, social marketing (SM) and communication to effectively promote positive social change consistent with Jordanian aspirations.***

## 1.1 ACTIVITIES

During the two weeks I was in Jordan I had the opportunity to meet and talk with literally dozens of people. I met with leading activists, both from powerful families with powerful connections, as well as grassroots leaders. My impression of these individuals was universal. They are dedicated, smart and want to get better at what they are doing. During the three day advocacy training several of these leaders stood out as particularly talented at advocacy. Several were looking for new opportunities to make a difference.

I met with representatives of the various USAID projects interested in marketing and advocacy and found a genuine willingness to participate in the proposed training programs. There was unanimous agreement that a unified rigorous training and staffed by expatriates with local counterparts, would make an important contribution to their own work.

In several meetings with Mission Staff, a deep commitment to making this work was also apparent. There was a pragmatic frame of mind which encouraged me to think broadly about what was needed and how it might be configured. Similarly, the leadership of the Public Action for Water, Energy and the Environment Project which sponsored this consultancy had a pragmatic frame of mind and I was impressed by the depth of their understanding of Jordan's needs and opportunities.

Perhaps the most transformative meeting occurred during my visit to SAE, the state-of-the-art training facility for film and animation. Yes, it is profit making. Yes, it is expensive. And yes, it has a fabulous facility and equipment. But I have seen all that before. What impressed me most was the commitment to high quality and rigorous training, even in the face of pressure from important figures in Jordanian life.

## 1.2 LIMITATIONS OF THESE RECOMMENDATIONS

There are many. First, while I met a lot of people while in Jordan, the interactions were almost all superficial. Second, there are an infinite number of things I do not understand or pretend to, about Jordan. Third, some of the things I am proposing are not "standard-

operating” procedures, but somewhat innovative solutions to problems we have suffered in the social change and training professions for decades. And fourth, there are folks who have a much better grasp of the traditional approaches to professional development in Jordan than I do. So, to make my short consultation useful, and to use my many years of experience (much of it seeing programs fail to have impact) I am taking this opportunity to share frank considerations and somewhat innovative solutions. Some of them may seem crazy, impractical or impossible. I can only say that business-as-usual will not get you very far towards the important goals you have set for yourself. It was Albert Einstein who is often quoted, but rarely followed, when he commented that:

*Insanity is doing the same thing over and over again and expecting different results.*

## **2.0 SPECIFIC RECOMMENDATIONS**

### **2.1 PROFESSIONAL DEVELOPMENT IN ADVOCACY, SOCIAL MARKETING AND COMMUNICATION ARE BADLY NEEDED.**

USAID Jordan should support a three to four-year program of *professional development* open to a core set of government and NGOs professionals designed to foster a sustainable and continually innovating training capacity within Jordan to use advocacy, social marketing (SM) and communication to effectively promote positive social change consistent with Jordanian aspirations.

### **2.2 RIGOROUS TRAINING SHOULD REPLACE WORKSHOPS.**

This program should provide training based upon serious behavioral contracting with selected individuals and organizations. It should promote long-lasting and sustainable professional development integrated around a core curriculum. All training provided by this approach should be guided by the following general principles.

- a. Segment participants by skill-level and avoid training that includes participants with widely varying skills in the same training cohort.
- b. Emphasize the development of skills of multiple players within the same institution and foster the creation of peer support networks among participants.
- c. Demand rigor from the participating organizations and individuals. Use a behavioral contracting mechanism to ensure compliance.
- d. Recognize that hundreds of millions of dollars have been wasted in the past on one-time, sloppy trainings and workshops which produced limited results and often led to poorer performance than before.

## **2.3 CURRICULUM SHOULD INTEGRATE SPECIFIC SKILLS COMMON TO ALL THREE DISCIPLINES (ADVOCACY, SOCIAL MARKETING, AND COMMUNICATION).**

The curriculum for this comprehensive preparation might be called *change management* to capture the integrated nature of the skills provided and allow new tactics such as behavioral economics, social movement theory, etc to be readily incorporated. Core skills are applicable to all three disciplines – skills such as research, program design and channel delivery. It might be best to organize a curriculum around these skills than promote advocacy, social marketing and communication as distinct disciplines. Instruction should be in English to maintain international level quality.

## **2.4 TWO MODELS OF IMPLEMENTATION ARE PROPOSED WITH VARIATIONS THAT COULD BE MIXED AND MATCHED.**

The implementation of such a program might take two distinct routes:

- In-service Leadership Model
- Institutional Training Model

## **2.5 EXTERNAL FACULTY ARE ESSENTIAL TO SUCCESS.**

Whichever model, an international university partner, preferably a well-respected business school with an emphasis on social entrepreneurship and change management is recommended. After considering a variety of institutional partners, I am proposing that Jordan pursue a relationship with the national centre on social marketing in England in collaboration with the IEC business management school in bled Slovenia. Certification from a US institution was excluded due to the difficulties of Jordanian traveling to the US. The UK centre has a world class reputation in social marketing and their collaboration with IEC in bled gives Jordan the best of both social marketing expertise and marketing training.

## **3.0 MORE DETAILED ANALYSIS OF EACH RECOMMENDATIONS**

### **3.1 ANALYSIS OF RECOMMENDATION NO. 1:**

**PROFESSIONAL DEVELOPMENT IN ADVOCACY, SOCIAL MARKETING AND COMMUNICATION ARE BADLY NEEDED.**

USAID Jordan should support a three to four-year program of *professional development* open to a core set of government and NGOs professionals designed to foster a sustainable and continually innovating training capacity within Jordan to use advocacy, social marketing (SM) and communication to effectively promote positive social change consistent with Jordanian aspirations.

Advocacy, social marketing and communication are core disciplines in modern social change. All three have demonstrated important contributions to the promotion of civil society, the prevention of disease and the protection of the environment. As Jordan confronts unprecedented demands on its environment and its society, these three approaches to social change offer advantages over more traditional education and awareness tactics.

Professional development in these three disciplines must recognize that there already exist within Jordan a small but impressive number of activist social entrepreneurs. Some of these individuals move from organization to organization expanding their area of influence; others tend to remain committed to a single issue or institution. Secondly, Jordan is said to be characterized by a hierarchical power structure somewhat in flux at the moment, and likely to change over the next decade or so. As the impact of new media and the impatience of a growing cadre of youthful advocates emerge, it can be expected that a new kind of leadership will develop, both among the leadership class that now exists, and from new elements in the society. This suggests that professionalization of change management at this moment should not be directed at a large general audience of interested citizens, but targeted at a smaller group of potential influential's likely to lead in the future. The impact of developing a cadre of networked leaders from various social classes with real skills in transformational change management offers significant promise for the future.

## 3.2 ANALYSIS OF RECOMMENDATION NO. 2:

### RIGOROUS TRAINING

This program should provide both “workshops” and degree opportunities based upon serious behavioral contracting with selected individuals and organizations designed to promote long-lasting and sustainable professional development.

101/102 or 103 workshops offered to large numbers of people, many of whom have low motivation and who return to institutions where there is no support for the new skills developed in the workshops have proven a disastrous addition in the capacity building profession. Workshops tend to work best 1) to motivate people to become interested in a field or 2) to hone the skills of already developed professionals. Workshops for individuals with little experience in a field tend to: empower them beyond their capacity; lead to poor program execution, fail to produce results, and degrade the profession.

Workshops are easy to organize and hard to evaluate; a receipt for self-perpetuating disaster. We never really know if there were any long-term benefits, and yet we find them a comfortable alternative to more rigorous and productive alternatives.

Behavioral contracting can take many forms. SAE has a form of behavior contracting in which it is made clear to students what is expected for them, and rules are enforced. Even in Jordanian society where influential individuals apparently intercede to break the rules, they have resisted such pressure. Behavioral contracting simply means that rules of participation are made clear and are enforced. The notion I heard many times that this is inconsistent with Jordanian “culture” is proved to be bogus by the SAE experience.

**Of all the recommendations here, the recommendation to provide rigorous behavioral contracting is the most important.** Whatever means you choose to “workshop, train, or professionally develop” Jordanian capacity, I believe you need to set standards of selection and participation and enforce them rigorously.

## 3.3 ANALYSIS OF RECOMMENDATION NO. 3:

### CHANGE MANAGEMENT

This comprehensive preparation should be called *change management* and focused on three core skills applicable to all three disciplines – skills such as research, program design and channel delivery, rather than a focus on advocacy, social marketing and communication as distinct disciplines.

It is agreed among a growing number of academics and practitioners that the integration of 1) advocacy to influence policy, 2) social marketing to influence specific high value behaviors and 3) communication creates a positive environment for social support and

has the highest pay-off. The investment in any one field alone will tend to distort the potential for change.

One approach to integration is called *change management*. This approach can help overcome the weaknesses of the present approach of using advocacy for governance, social marketing for energy and water, and communication for family planning. This broader, more comprehensive approach would allow faculty to add new and emerging theory such as behavioral economics, social math, social movement theory and others.

All three of these core skills (research, program design and channels) work together to produce a minimum level of skill needed to function professionally as a general manager of these three disciplines (advocacy, social marketing and communication). Think for a moment of the two-year programs of intensive training offered by SAE to train film makers and animators. Both professions are much less demanding than advocacy, social marketing or communication.

For years we have demeaned SM by offering the false hope that workshops will make you a social marketer. At best we have been able to inspire a few folks to pursue a career in one of the fields; at worst we have created a cadre of amateurs engaged in the systematic malpractice of a complex discipline. In the real world marketing is divided among many specializations: consumer research, product design, message development, channels management, pricing, and account management.

It is equally important to recognize the role that inherent creative talent plays in effective change management. Some skills can be taught, but higher level practice is often dependent upon the unique talent of specific individuals. A conversation with the director of SAE proved enlightening. I asked him how long it took to determine if someone had “talent” at film making or animation. He responded with a knowing look that the question was a particularly insightful one,

*“About 6 weeks, by the end of their first project”, he answered.*

Now if there is “talent” involved in animation, there is also “talent” necessary for the professional application of advocacy or communication. Workshops usually don’t even have the time to detect talent, much less develop it.

Therefore I am proposing as one alternative, a long-term, three to four year track for 20-50 key Jordanians who are selected competitively and then asked to commit to a long-term investment in their careers. Most of these individuals will not be able to leave the leadership of their organizations for long periods of time, unless they were offered a scholarship at an American university which they would perceive as motivating. But such a scholarship would not achieve the same impact as a consistent program of intermittent classes and in-service consultation with highly experienced professionals in these fields.

Jordan is lucky to have a cadre of passionate individuals who need to improve their skills. In addition to skills, they need to be linked together to exchange ideas and provide support at critical moments of change. *Social entrepreneurship* is the latest fad title for these folks. But they have been around a long time. We are learning more about what they need to succeed and how to select those with the talent and motivation they need to succeed. I have included in Appendix C a recent and very thoughtful article on a curriculum in social marketing for social entrepreneurs.

### **3.4 ANALYSIS OF RECOMMENDATION NO. 4:**

#### **TWO DISTINCT ROUTES TO TAKE THE IMPLEMENTATION OF SUCH A PROGRAM;**

##### **a. IN-SERVICE LEADERSHIP MODEL**

##### **b. INSTITUTIONAL TRAINING MODEL**

These two models represent significantly different approaches to implementation. Both models integrate training with in-service work, although Model 1 is much stronger in this area. Both include the support of an expatriate university to provide faculty and prestige. My own recommendation is Model 2 which is simpler, more rigorous and takes advantage of a unique organization (SAE) already in Jordan.

Both models could include additional short courses offered to wider audiences as the faculty come to Jordan. One particularly important opportunity would be to have senior faculty offered luncheon discussions (not formal ppt presentations) to the Boards and other leaders of organizations with participating staff. My recommendation is that individuals prefer to be treated as peer rather than students and that informal, but orderly conversation of the programs objectives and the help and support that the trainees will need when they return to their organizations would be helpful. They should be asked to co-sign the behavioral contracts signed by the participants.

**Model One (See Exhibit A1-6)** emphasizes the development of people as the key to long-term sustainability. It reflects a view that it is people who create institutions. Investment in a smaller cadre of potential leaders will have longer term pay-off. Think of model one as a kind of Asoka model directed at social marketing, advocacy and communication. Two sub-models of this approach are described in Appendix A. One reflects an intensive investment in training and in-service practice; the second, a simpler model which focuses on challenge grants and their implementation under the guidance of mentors.

**Strengths:** It provides Jordanian leaders with the opportunity to work on real-world problems under the guidance of expert mentors. It treats them more like peers than students and provides a path for key Jordanians, already hooked into the power structure, to get better at the business of social change. It bets on their capacity to create institutions that will sustain the impact and create meaningful change.

Weaknesses: It targets fewer individuals and does not guarantee the creation of organization for the continuous training in these field will be left in Jordan.

**Model two (Exhibit B1-2)** reflects a more traditional training model rooted in the development of a high-quality organization capable of providing rigorous training at many levels. It is built upon the SAE experience in Jordan. This model uses SAE as the home for developing parallel tracks of study consistent with their approach in research, program design and channel delivery. New faculty would be recruited and SAE would essentially expand to include this subject matter. SAE already has a relationship with a local University.

Strengths. It focuses on marketable skills, provided by excellent faculty and resulting in a marketable degree or certificate. It would add value to an already prestigious training facility in Jordan. It has the best chance of providing a sustainable supply of trained individuals. It opens the possibility of high quality short-courses offered to a broader audience.

Weaknesses: Cost of training is high and partial scholarships would have to be provided to some participants of interest to the project and USAID. It requires existing leaders to leave daily management responsibilities for an extended period of time, suggesting that it would focus on developing new leaders.

**Model Three.** Some hybrid of the two approaches which mixes and matches specific suggestions laid out in the proposed models above. There are many unanswered questions as to level of resources, organization commitment etc. which must be determined before a final model is chosen. Hopefully these models will give you some food for innovative thought.

### **3.5 ANALYSIS OF RECOMMENDATION NO. 5:**

#### **LINK TO PRESTIGIOUS UNIVERSITIES AND LOCAL ENTITIES**

Whichever model is used, an international university partner, preferably a well-respected business school with an emphasis on social entrepreneurship and change management to work with SAE and other local entities, would be important element. Due to the lack of the targeted skills in Jordan, such a partnership is critical to developing quality training. Certification from a respected international institution makes the program prestigious and more attractive to potential leaders.

I recommend that training is kept in English, at least for the leaders targeted for long-term development. This not only ensures access to the best people, but also ensures that these local leaders remain current in English vocabulary and skills. Printed materials and videos can be translated to provide additional resources during training. USAID should seek copyright permission from several key authors, to translate and edit existing materials to meet Jordan's unique needs.

After considering a variety of organizational partners around the world I am recommending that Jordan open discussion with the National Social Marketing Centre in London. The NSMC is transitioning to become a non-profit organization in January of 2011, building upon a international reputation developed under UK government support.

The Centre has an impressive record of social marketing activity in the UK, and has produced a series of important publications, including the following:

- [Planning guide and toolbox](#) - A practical planning guide that seeks to help you to develop and deliver solutions to behavioral challenges.
- [Starter for 10](#) - Academic course materials.
- [Electronic resources](#) - Online resources, links and copies of the NSMC's e-bulletins.
- [Books and publications](#) - Books and publications on social marketing and behavioral theory.
- [NSMC Publications](#) - Reports, leaflets and documents published by the NSMC.
- [Presentations and slides](#) - Presentations from events run or attended by the NSMC.
- [Reports](#) - Reports by government departments and other organizations.
- [Tools and Guides](#) - Tools and guides for those running social marketing programs.

The 2008 World Social Marketing Conference underlined the NSM Centre's growing reputation as an international leader in the field of social marketing. The Centre's International Program has experienced exponential growth over the past 12 months having delivered successful social marketing training, programs and services to a number of key European and international organizations.

The International Team are currently collaborating on projects with organizations including the World Health Organization (WHO), European Commission (EC) and numerous national and regional public health organizations in Europe and across the globe.

The primary aim of the International Program is to increase understanding of social marketing approaches at the international level and to build social marketing skills and capacity. The International Team works with a broad range of clients to increase understanding of strategic and operational social marketing principles and techniques. In line with its objective of increasing social marketing skills and capacity, the Centre will be running Social Marketing Summer Schools in Bled (Slovenia) and London (UK). The Summer Schools will be of interest to any professional involved in behavior change and will provide participants with a grounding in the principles and practice of social marketing.

In addition to the International Teams major work streams (SDH and Determine) the Centre is also helping a number of European and International organizations to develop social marketing skills and capacity. In particular the NSM Centre is working with WHO offices in Poland and Turkey to help develop social marketing programs to ensure the effective implementation of smoke free legislation and is currently developing bespoke training packages to develop social marketing skills and capacity within the WHO Healthy Cities program

Over the past two years the Centre has developed the Summer School concept at IEDC- Bled School of Management. Founded in 1986, IEDC-Bled School of Management in Bled, Slovenia, was the first business school in Central and Eastern Europe. Over the years, it has offered more than 900 management and executive education programs to business people from more than 70 countries. The school accepts about 3,500 students a year, 80% of whom come from countries other than Slovenia.

An outstanding teaching institution, it provides learning with the world's best professors teamed with top regional experts, and develops managers with the highest professional and ethical standards. IEDC combines high academic and professional excellence, innovative research, and intellectual curiosity of the professors, as well as the ability to communicate effectively with business leaders, which results in mutual support and synergy.

In addition to three Executive [MBA programs](#), IEDC offers [customized programs](#) for companies and other organizations, customized [short seminars](#) for executives and a range of [general management programs](#), including an international [summer school](#) for young managers. **IEDC's participants are taught by a faculty which is unparalleled. Coming from management schools such as IMD, INSEAD, Harvard, MIT, Darden, and teaming up with local Slovene professionals, there is a unique combination of local and global perspectives.**

At least three local entities could make important contributions to the training, providing faculty, case studies and internship possibilities.

**International Advertising Association:** In meetings with the President he reflected the need of the advertising community to improve talent in many of the areas cited in the proposed curriculum. He offered internship services which could be invaluable in the development of practical creative and management skills.

**PRISMA:** This agency is dedicated to doing only social marketing activities. It is the fruit of an earlier USAID investment and provides unique access to Jordanian talent committed to social marketing.

**SAE:** Many of their courses in creativity development, as well as film and animation are compatible with the needs of the core curriculum. It is equally true that access to quality

consumer research could benefit their core students. Most importantly, however, is access to their reputation and expertise in managing quality training in Jordan.

I gave serious consideration to the University of Jordan as a partner but decided to recommend against it. The business school was universally recognized as weak and traditional, as well as being over-run with students. While a degree program appeared attractive to many people when asked if they would pay for it, they clearly indicated they would not.

**Faculty members:** can also be drawn from the various cooperating agencies. Johns Hopkins has a well earned international reputation in communication. I have reservations about their being the core international University link because I feel it ought to be a business school rather than a public health school. This recommendation in no way reflects on the talents and experience they bring to communication training. AED's Civil Society program has highly skilled advocacy trainers. There are others.

Scholarships for one semester at Georgetown University might be offered to each of the best students for one full semester. These scholarships could be spread over several years with each of the participating USAID projects contributing five scholarships a year.

## 4.0 POSSIBLE NEXT STEP AND ACTION PLAN

- **Review this document** with appropriate parties and develop a specific work plan.
- **Contact SAE, the NSMC UK, and Bled Management School** (my recommendation) and begin detailed discussions on how faculty, facilities and curriculum might work together. Because details are so complex I propose that I travel with a representative of the project (Mona Grieser) first to London and then on to Bled to finalize budget, curriculum and faculty decisions. I recommend that 1-3 Jordanian leader/participants be selected to co-create the training program.
- **Create a management unit** to oversee implementation of this comprehensive program of professional development. I want to recommend that Mona Grieser, who I have known in many settings over many years, be asked to coordinate that unit. Working closely with USAID and the other project directors I feel she could provide an even-handed and sage management to a process which could become contentious without a clear leader. In addition to management, Ms. Grieser is an experienced trainer who could provide guided practice and technical assistance as the program develops.
- International faculty can be mobilized from several sources. Alan Andreasen in social marketing and William Novelli, in advocacy and social entrepreneurship. Novelli was most recently CEO of AARP, one of the largest and the most successful advocacy organizations in the world, Nancy Lee, Doug McKenzie

Moore, and others. I should note that I discussed my visit to Jordan very briefly with the NSMC and expressed interest in discussing details.

## 5.0 FINAL OBSERVATION

Jordan deserves and requires more than a string of workshops loosely held together by content. We know after years of failure that there are four elements of training- all equal in importance - which determines success.

1. The quality, readiness and commitment of the participants to be trained.
2. The quality, rigor and practical nature of the training itself.
3. The institutional commitment to re-integrate the trainees and what they learned, and
4. Contact with more than one training event over-time, integrating practical experience with lessons presented in the training.

This is particularly true of social marketing, advocacy, and communication. There are no degrees in social marketing offered anywhere in the world, and yet it is a vital creative discipline. Communication and advocacy are taught, but anyone seeking to hire an advocate or a communicator looks at their experience before their academic credentials.

Advocacy, social marketing and communication are crafts to be learned through experience. Much of the academic literature in all three fields is developed by people who do not practice in the field. They tend to describe the optimal, theoretical execution of projects. Only through practice does one learn what corners can be cut, what theory can be discarded and what tactics are indispensable.

Whatever model of training Jordan decides upon it is these four features of successful training that will determine success or failure. The temptation to do workshops is great. The after-glow of training is deceptive – leading trainers to believe that true transformation has taken place. Workshops are easy to organize and fund. We are used to them. They are the comfort food of development. But like all comfort food they too often add expensive calories while draining away the protein needed for development.

Secondly, we know that people make change, not institutions. But again, we are seduced by the buildings, the policy structures and organization that institutions seem to promise. We believe that the creation of entities ensure continuity and sustainability. Yet we know that institutions age, become tired and survive as shadows of their initial selves. There are many examples of such institutions in Jordan and around the world.

Finally, I would caution that you reflect on the imperative of sustainability itself. Perhaps the world needs less sustainability and more dynamic creativity. Sustainability has become a remedy for all our ills. Yet, it may be the ultimate ego trip. Why, after all, does something we invented to solve a problem of the moment need to survive in a time

when new problems have arisen. We often desire to make history by creating sustainable programs which survive us. Without wallowing in poetic license it is difficult to be in Jordan- a country which rests on so much history – and not ask if more history is what it needs.

If I were asked to choose a model at this moment – knowing as little as I know – I would choose the SAE model – not because it represents the best model for sustainability, although I think it does, but because it represents the best model to develop talent as well as skill – to develop people as well programs. But, there is much to consider that I do not understand. And so the decision is left in your hands. My only hope is that this set of candid comments adds a little to your skill in making the right decision.

## **6.0 APPENDIX**

A PowerPoint Appendixes Report is attached to this report, other appendixes are listed below:

**APPENDIX A: DETAILED ILLUSTRATION OF THE THREE IMPLEMENTATION MODELS.**

**APPENDIX B: CONSULTANT WORK ORDER**

**APPENDIX C: BUILDING A MARKETING CURRICULUM TO SUPPORT COURSES IN SOCIAL ENTREPRENEURSHIP AND SOCIAL VENTURE COMPETITIONS, JOURNAL OF MARKETING EDUCATION. SCHLEE, CURREN, HARICH.**

**APPENDIX D: LIST OF INDIVIDUALS AND INSTITUTIONS INTERVIEWED**