

USAID/JORDAN

Education Assessment for
Jordan 2004-2009 Country Strategy

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TABLE OF CONTENTS

List of Acronyms	3
Jordan’s Education Sector	4
Donor Involvement and Coordination.....	6
Gender.....	7
Operating Guidelines for USAID Program Design	8
USAID/Jordan Education Strategy	10
ECE: SUGGESTED USAID PROGRAM.....	12
YOUTH: SUGGESTED USAID PROGRAM.....	17
Implementation Options and Mechanisms	21
APPENDIX A: BIBLIOGRAPHY	25
APPENDIX B: LIST OF PEOPLE INTERVIEWED	27
APPENDIX C: ONGOING USAID-FUNDED EDUCATION-RELATED ACTIVITIES	29
APPENDIX D: SUMMARY OF ERFKE PROJECT.....	30
APPENDIX E: KEY ENTITIES WORKING IN ECE.....	32
APPENDIX F: MEPI GOALS AND OBJECTIVES	34
APPENDIX G: YOUTH STEERING COMMITTEE	35
APPENDIX H: ADDITIONAL EGAT FIELD SUPPORT MECHANISMS	37

List of Acronyms

AGFUND	Arab Gulf Program for United Nations Development Organization Grant
AMIR	Achievement of Market-Friendly Initiatives and Results Program
BPWC	Business and Professional Women Club
DCU	Development Coordination Unit
ECE	Early Childhood Education
ERfKE 1	Education Reform for Knowledge Economy
GoJ	Government of Jordan
INJAZ	Economic Opportunities for Jordanian Youth
MoE	Ministry of Education
NCHRD	National Center for Human Resource Development
NCFA	National Council for Family Affairs
YEA	Young Entrepreneurs Association
ZENID	Queen Zein Al Sharaf Institute for Development

Introduction

This document outlines the state of education in Jordan and identifies an integrated strategic framework for USAID programmatic intervention.

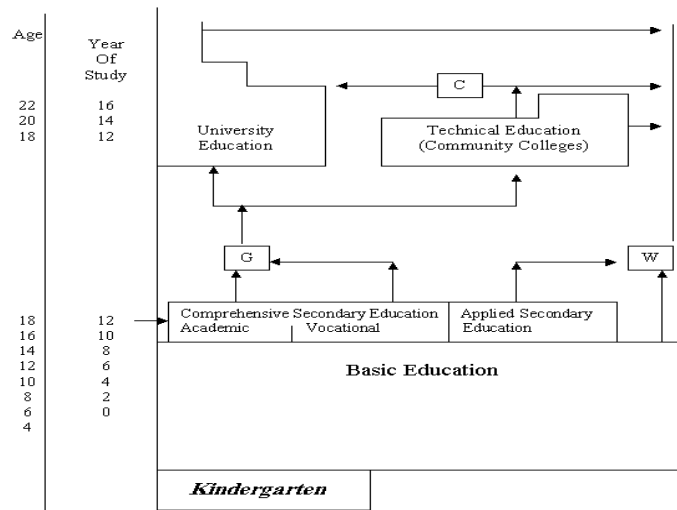
Jordan’s Education Sector

BACKGROUND

Jordan is a relatively small country with a population of approximately five million. More than 80 percent of Jordan’s landmass is desert or semi-desert with 80 percent of Jordan’s inhabitants residing in urban areas. The Jordanian society is a young society; approximately 42 percent of its population is 15 years old and below. The scarcity of natural resources and the high rate of population growth currently averaging 2.8 percent, speak to the compelling need to develop Jordan’s human resource and capacity base.

STRUCTURE OF THE EDUCATION SYSTEM

The structure of Jordan’s educational system consists of three stages: Kindergarten/preschool education, basic education; and secondary education.



W: Work

G: Secondary School Certificate Examination

C: Community Colleges Diploma Examination (the Comprehensive Examination)

Grades 1-10 (basic education) are free and compulsory, whilst grades 11 and 12 (secondary education) are free but not mandatory and offer students the choice between one of two streams. The completion of the basic education stage is conditional to passing the tenth grade, which is followed by secondary education. Students joining the Academic Secondary Education stream are required to sit for the General Secondary School Certificate Examination (*Tawjihi*) at the end of their second secondary year; whereas students choosing to enroll in the Applied Secondary Education join the job market once they graduate from school. Jordan invests 13 percent of public expenditure on basic and secondary education

Early Childhood Education is neither free nor compulsory; 29.3 percent of the children aged between 4-6 years are enrolled in kindergarten education. Nearly all kindergartens are run by the private sector¹; the responsibility of the Ministry of Education thus far with respect to kindergartens has been confined to licensing their establishment as well as to providing supervision. However, interest in KG education is now a high priority for the Government and has been identified as a critical area for reform and expansion.

Public university education is highly subsidized by the government and admission to public universities tends to be more competitive than at the community college level and generally is restricted to those with the highest *Tawjihi* scores. Community colleges have 2-year programs, and depending on scores attained in the comprehensive exam, students can choose to transfer to universities.

EDUCATION REFORM IN THE 1970s-1990s

The prevailing socioeconomic conditions and the desire to match education supply with labor market demands led to the first attempt at major educational reform in 1973. The Education Development Plan that was developed between 1973 and 1975, and adopted by the Government of Jordan, consisted of diversifying the secondary cycle into academic and vocational streams; introducing prevocational education in the preparatory school grades (7-9); expanding teacher training and certification; and developing schools infrastructure. In retrospect the resulting reforms were modest and had limited impact. Problems confronting the education system continued until the mid-1980s. Here, education reform unfolded as a two-year process of critical review and assessment between 1985 and 1987.

Further efforts by the Ministry of Education to improve quality and to meet the emerging needs of the education system, materialized in a 2-phase major reform program, first initiated in 1990, under the umbrella of the Human Resources Development Investment Loan Projects (HRDSIL I & HRDSIL II). During the second phase of this reform program, a new law was drawn out in 1994 that extended the period of the basic

¹ Approximately 28.6% of the KG - age population (4-6) is enrolled in private establishments and only a further 0.8% is enrolled in public schools.

education to cover the first ten grades and span ages 6-16. Also, a new secondary curriculum was put in effect in 1995, and a new General Secondary School Certificate Examination (Tawjihi) was set based on the new curriculum in 1997.

EDUCATION REFORM FOR KNOWLEDGE ECONOMY (ERfKE)

In order to continue reforming its education system, so as to respond effectively to internal and external challenges, the Government of Jordan extended its Education Reform Program (2003-2007) to a third phase; under the umbrella of HRDSIL III. The proposed project includes the following four components:

- (1) Reorientation of education policy, objectives and strategy through governance and administrative reform.
- (2) Restructuring and realignment of education programs and practices to achieve relevant learning outcomes relevant to the knowledge economy.
- (3) Support Provision of Quality Physical Learning Environments.
- (4) Promotion of learning readiness through early childhood education.

(Please refer to Appendix D for a full summary of the ERfKE project)

Donor Involvement and Coordination

The donor community has played a key role in financing and guiding programmatic directions in basic and secondary education. The following table provides information on relatively recent signed donor agreements:

Organization	Project	Date of signing agreement	Amount in USD	Type of Finance
German Government	Building Basic schools	31/5/2001	8,939,538	Loan
Islamic Bank for Development	ICT educational centers	15/7/2001	270,000	Grant
Spanish Government	ICT infrastructures in schools	30/6/2001	33,000,000	Loan
UNDP	ICT training	13/11/2001	71,700	Grant

The political economy of educational reform as endorsed by a \$300 million World Bank loan commitment is sound indication that Jordan is well positioned for donor support².

In response to the Ministry of Education commitment request, the following donors have expressed a commitment to fund areas/components of the ERfKE project. However, official donor commitments still need to be drawn out identifying exact areas and amounts of funding.

CIDA: Curriculum development

JICA: ICT infrastructure

DFID: Governance reform, teacher training, curriculum development

JBIC: ICT infrastructure

UNICEF: extracurricular youth activities

UNESCO: IT certification

Gender

In comparison to other countries in the MENA region, Jordan has made enormous strides in promoting gender equity in education. Although male enrolments are nominally higher in the kindergarten (54% of KG enrollments) and basic education cycles (52% of basic education enrollments), in secondary schools, female students comprise 55% of enrollments. There is also a significant difference in the quality of facilities in favor of girls schools, which are generally far better equipped and maintained than boys schools. Jordan also has one of the highest female literacy rates (82%) in the region.

Repetition and attrition rates are higher for boys than for girls in all cycles; however, since these rates are negligible (less than 2% overall), they do not necessitate a targeted gender intervention aimed at addressing male repetition and dropout.

University enrollments, on the other hand, are clearly in favor of boys with female enrollment comprising 37 percent of higher education enrollments. This reduction in female enrollment at this level of education has a lot to do with responsibilities as mother and wife, and the attraction of remunerative opportunities in the job market.

Overall high enrollment ratios in basic education, however, mask the disparities between underprivileged rural and urban contexts and in some of these areas there are significant enrollment differentials in favor of boys. However, evidence points to the fact that parents value education but make economic decisions given scarce resources; it is not a demand side problem (parents want to provide education opportunities for their children)

²A World Bank memo dated 1/22/03 commits the first funding tranch of \$120 million.

but rather a question of limited resources coupled with the quality and relevance of education that determines choice.

Within the secondary education cycle, a key gender concern has to do with girls' overwhelming choice of the literature/art stream (the choice of 66% of the girls in secondary school), as opposed to the sciences or vocational tract. Their education fails to meet the workforce needs of the country and does not provide the appropriate skilled labor to serve the needs of the vibrant market economy. Girls finish this particular secondary ladder tract with skills irrelevant to the job market. This problem is not limited to girls in the secondary school tract but also those in community colleges. According to Dr. Radi Alwakfi, the Dean of Princess Sarvath Community College, 90 percent of the girls who graduate from community college stay at home³. This mismatch between the job market and the skills provided through education is a key concern in the education sector and one that can be generalized to the country at large.

There is a weakness in the academic system; females educated in the literary streams graduate and are unemployed because this stream does not provide them with skills for the job market. This is a tremendous waste.

Dr. Khalid Toukan,
Minister of Education
1/28/03

Operating Guidelines for USAID Program Design

Although considerable progress has been made in education, the following problems characterize Jordan's education sector:

- Poor quality: Relatively high enrollment rates mask some of the prevailing problems such as the rote memorization methods that entail no critical thinking. Jordan participated in the 1999 TIMMS study but were right at the bottom in terms of mathematics and science achievement (World Bank 1999).
- Lack of relevance of education to meet workforce needs: Abysmal school to work transition rates are compounded by chronic shortages of well-trained middle-level technicians and skilled laborers. Furthermore, the lack of relevant education for viable employment, and problems of manpower corresponding to employment are attributed to the inappropriateness of the academically oriented curriculum.
- Limited access to early childhood education (ECE). ECE efforts in Jordan have not received due attention and nearly all efforts thus far have been concentrated in Amman and urban centers. Commensurate with the upsurge of interest in ECE,

³ Interview on Feb 2, 2003

there is a critical need for increased access to and better facilities for KG age students in peri-urban and rural areas.

- Poorly trained teachers: Not only does Jordan no longer have pre-service training institutions, in-service teacher training and assessment of teaching quality has become increasingly positioned as an area of critical concern. In addition, the entering cadre of teachers at all levels of the schooling system is increasingly posited as not having the requisite skills or the practical experience to teach in classroom settings.

These challenges along with the following perspectives have shaped USAID/Jordan's education program assessment and proposed design:

A. USAID/Jordan

Mission interest expressed in ECE, youth, girls (repetition, career goals) and teacher training. In addition, Mission is interested in an integrated approach to education, which is sustainable (not based on long-term funding) and within that context examine possibilities of integrating some of the following areas identified in its preliminary strategy:

- Economic opportunities: job creation and poverty alleviation with a focus on developing Jordan's human resources this component has an IT focus
- Investing in People: Focus of the health program is on reproductive health, family planning, population policy support and female literacy.
- Water

B. State Dept: Middle East Partnership Initiative (MEPI) Goals and Objectives

Education reform is one of 3 components (the other two are economic and political reform) and current goals and objectives as detailed in Jan 17, 03 cable (please refer to Appendix for additional detail)

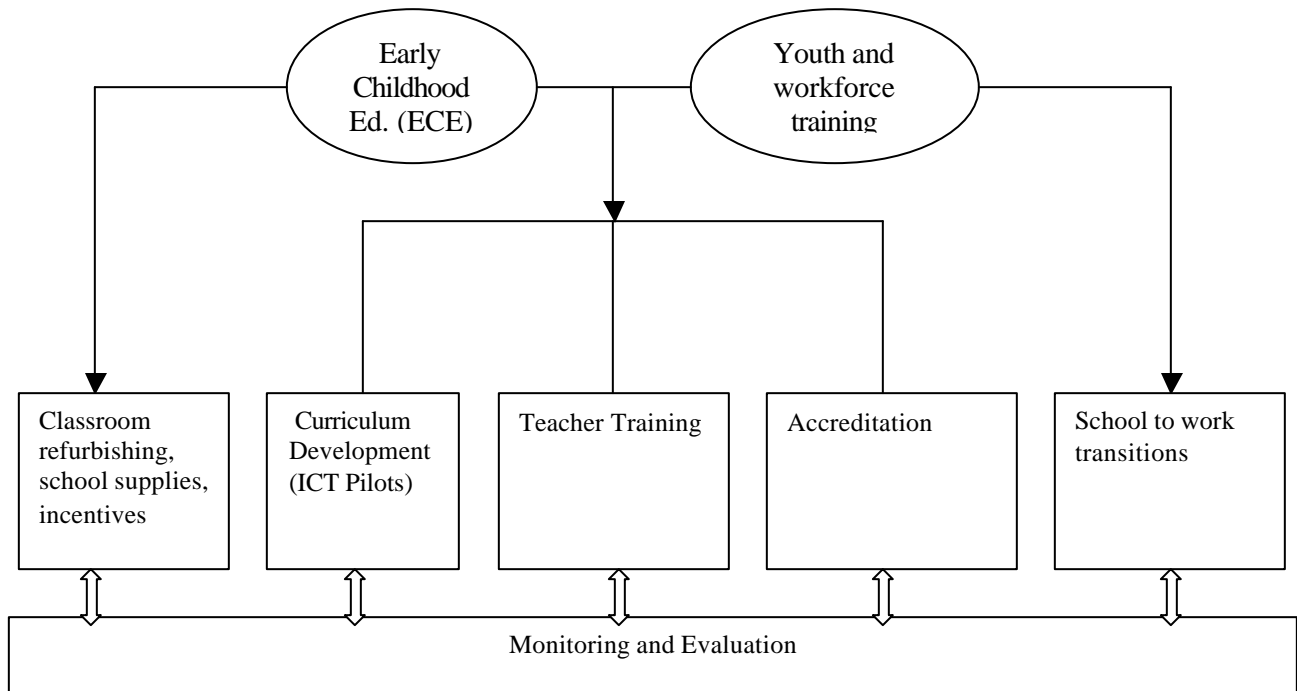
C. USAID/ANE Bureau

Post 9-11 optic. Of particular concern are youth/adolescents who are out of school and could pose a threat to established order/civic unrest. High unemployment rates, and low school to work transition rates are key areas of concern to the Bureau.

USAID/Jordan Education Strategy

USAID’s comparative advantage is to focus on 2 key areas: early childhood education and secondary school youth. Within the context of institutional strengthening and development the following activities will be undertaken in both areas: a pilot curriculum development effort, teacher training, accreditation, monitoring and evaluation. In addition, the ECE effort will include a component aimed at addressing physical infrastructure needs of ECE classroom in terms of refurbishing, provision of supplies and incentives. The secondary school youth component will also include a pilot school-to-work transition exercise aimed at linking the formal education sector stream to the private sector needs.

Improving Access, Quality and Relevant Education for Children and Youth



The proposed strategy aims to ameliorate disparities of access, quality, equity, gender and efficiency in education, whilst making a strong case for educational relevance for the job market and:

- Responds to two areas of critical unmet need as identified by the Ministry, NGO and donor community as well as key areas identified by USAID/Jordan, MEPI, and the ANE Bureau.
- Specifies short term interventions that are sustainable (to be scaled up and integrated into national curriculum)

- Encourages higher participation of girls in the workforce and in higher education by providing ECE for their children
- Improves relevant education for youth in the formal educational system
- Facilitates school to work transitions

The next sections of the paper provide additional detail and the scope of anticipated activities in each area.

EARLY CHILDHOOD EDUCATION

It has been proven that the ability of children to learn depends greatly on the age at which they are enrolled in pre-school education, the number of years they spend and the quality of teaching.

Kindergarten education in Jordan has not received due attention. To date, admission to kindergarten (KG) or pre-school education is neither compulsory nor free of charge. Currently, the private sector is major provider of kindergarten education in Jordan; approximately 28.6% of the KG - age population (4-6) are enrolled in private establishments and only a further 0.8% are enrolled in public schools. However, private KG efforts have been focused on Amman; the private sector has hardly experience in building in villages and has not worked in ECE in rural areas.

There has been a recent upsurge in the interest and attention paid to ECE. In addition to becoming of critical interest to the Royal family and the MoE, kindergarten education also has overwhelming support from the donor, NGO and international communities. As clearly stated in the ERfKE project, component 4 is devoted to KG education with a target to disseminate this across the whole of Jordan. MoE hopes to have 159 public KGs operating next year (2004). If government is able to offer this service across Jordan, it will change the law to make KG compulsory thus increasing the compulsory education cycle from 10 to 12 years.

A myriad of ECE options for Jordan have been identified and documented by outside consultants and internal experts over the past several years e.g. UNICEF's ECE consultant Dr. Janet Brown's efforts, as well as the more recent ECE analysis done by the World Bank's Mary Young and University of Jordan's ECE expert, Dr. Taghreed Abu Taleb. Capitalizing on this reservoir of ECE knowledge and expertise, Dr. Taleb and her team have been tasked by the GOJ to create a KG curriculum and teacher training materials for Jordan. This curriculum will be made available during this summer (2003) and will be accompanied by a pilot teacher training effort entailing the training of a core

"We have not looked at ECD [early childhood development] for over a century and we welcome your involvement in this area. In 3 years if the government is able offer this service across Jordan, we will change the law and make ECD compulsory."

Dr. Khalid Toukan,
Minister of Education
1/28/03

group of teachers, administrators and supervisors. This group will be trained as master trainers who will then be tasked to disseminate training in the various governorates.

ECE: Suggested USAID Program

Although the methodology for piloting and scaling up this ECE effort has been well-crafted, there is a critical need for assistance in all areas of implementing ECE reform. In consultation with key players in the ECE arena, the following are suggested key areas for USAID involvement:

- Equipping and furnishing MoE Kindergartens according to standards and providing KG Packs (children's and teacher's supplies) to students and some parental incentives
- Promoting readiness to learn through Early Childhood Education and raising public awareness on the importance of ECE
- Standardizing professional development for the ECE Sector through training and accreditation
- Further developing and supplementing the new ECE curriculum with a pilot ICT driven learning program
- Providing on-going monitoring and evaluation to modify curriculum and assess professional development and accreditation.

CLASSROOM REFURBISHING, SCHOOL SUPPLIES, INCENTIVES

Classroom Refurbishing

Since the aim of the MoE is to start implementing pre-school education in the less privileged areas, it has already utilized 101 rooms as KGs within existing schools at the beginning of the scholastic year 2002/2003. Many of these KGs operate in poor conditions with often less than acceptable learning environments, and all too often are hardly equipped with supplies or furnishing. This provides little or no incentive to parents or the community and serves to further discourage parents.

In consultation with the Education Directorates in the 12 governorates, USAID will identify the less privileged schools and areas that are most needy and refurbish and provide supplies for a set number of KGs. Once these schools are identified and the scope of the effort ascertained, the following is a list of illustrative furnishing and equipment needs::

Classroom refurbishment

- Refurbish/renovate and paint classrooms
- Address heating needs of classrooms
- Provide furniture: chairs and tables

Teaching/learning supplies: KG Classroom pack

- Teaching manuals
- Chalk
- Chalkboard
- Wall charts
- Providing supplies to equip identified activity areas: Reading, Art, Play, Music, Computer and outside play areas.

Student supplies: KG Student Pack

- School bag
- Pencils/Crayons
- Drawing Paper/book
- Thermos (water container)
- Uniform

Parental Incentives and Awareness-Raising

The economic basis for not being able to send a child to school has a direct correlation to attendance. While parental incentives to send their children to school are often unsustainable, when beginning a KG effort of this magnitude, incentives should be provided at the outset of this effort aimed at increasing access for the KG aged children living in the more marginalized rural and less-privileged rural and peri-urban areas. These incentives can be in the form of nutritional sandwiches/meals for the children, milk, pencils, colors, drawing paper, winter jacket, shoes, etc. In a recent survey conducted on behalf of the NCFA, the need to implement KGs rated 6 in the priority ladder for parents concerning their children's welfare, while the most important priority was access to safe drinking water (Adas 2002). Thus an incentive system should be complemented by an ECE aware raising campaign targeting children, parents, community leaders and teachers.

CURRICULUM DEVELOPMENT

USAID will complement ongoing curriculum development efforts by working with ECE experts and the Jordanian private sector to develop a Jordanian interactive educational program for children. For example a Jordanian educational program on CD Rom that assists children with reading, writing, drawing, could be the end-product of such an effort. It has been proven that educational games provided to children at this early age are the stepping stone for future interest in technology . In addition to engaging students, these have been

shown to engage parents, both in terms of content, and also garner parental interest in this level of schooling for their children.

TEACHER TRAINING

Recent statistics (2002) indicate that half of Jordan's 2242 teachers serve in Amman. Most of the teachers hold Community College Diploma (two years after Secondary School), but only a very few number of them are specialized in early childhood education or a related field. About 40% of them have undertaken some kind of training through individual efforts, but all the training that is carried out is in-service in nature. There is an ECE tract in university, which also qualifies graduates for teaching, but there is no practical training that is involved in this process. There is a critical need for better training for these teachers, one that focuses on both pre- and in-service training.

USAID will work with the GOJ on institutionalizing standardized ECE training modules for teachers and master trainers and devising appropriate testing and evaluation of training workshops, refresher classes and other exercises. This may also be an opportune time for USAID to leverage support for the creation of an ECE development and training center for Jordan as a center of excellence. The scope of such an exercise was already drawn up and approved by the Ministry of Education in 2001 and other donors during an ECE conference held under the patronage of Her Majesty Queen Rania. However, this was tabled due to funding constraints.

Health and teacher training

Whilst ECE teachers should be trained to identify severe forms of learning disorders and other health-related problems that are recognizable at early ages, systematic health based interventions at this level of schooling may be premature. Although there is evidence that a small percentage of children of KG age (4-6) have chronic malnutrition, physical handicaps (stunting, vitamin deficiency) the problem is negligible and not sufficient to warrant a health intervention (SAVE 2002 report). There is also evidence that children of this age do have learning disorders that are psychologically based and affect knowledge processing, retention and receptivity dyslexia. These psychologically based learning difficulties that affect over 10% of school age population are determinable only between the ages of 7-15⁴. Thus it would be hard to measure this in a KG environment. In addition, it has been proven that embryonic efforts such as implementing ECE on a national scale are very fragile; success of this program is very much based on parents' and the community response and very often will determine enrollments. Efforts aimed at identifying children with dyslexia or

⁴ Based on meeting with Dr. Radi Alwakfi, Director of Jordan's National Center for Learning Difficulties

attention deficit syndrome, etc., could bring about “disgrace” to families and generate a stigma about this particular educational tract.

ACCREDITATION

Accreditation is a key incentive at all levels of education and Jordanian society at large. Accreditation both as an incentive and for quality control is critical in this process. Part of the ECE effort will be to assist the MOE develop licensing systems and standards. Thus, accreditation and licensing will correspond to the training conducted (which should be dynamic and subject to review on a bi-yearly basis).

“Do not forget that in Jordan, degrees are the highest incentives for teachers”

AbdelKarim Al Azam,
Director General of
Training 1/29/03

Suggested Implementer

There is no institutional umbrella to house the various ECE interventions that are required for the success of this ECE effort. Teacher training is taking place in “borrowed” classrooms, curriculum development efforts are taking place within the University of Jordan and accreditation is being discussed by all, but without a central location where these efforts can naturally gel. As identified in Appendix E, there are several coordinating mechanisms for ECE but no institution to facilitate teacher-training, dissemination of teaching materials for this level of schooling, let alone monitoring and evaluation. We recommend an ECE consortium effort headed by Dr. Taghreed Abu Taleb, lecturer in Early Childhood Education at the University of Jordan who will work with key organizations and individuals working/associated with the Jordan’s ECE efforts such as:

NCFA National Council for Family Affairs (Lara Hussein)

AGFUND Arab Gulf Program for United Nations Development Organization Grant (H. E. Munther Al-Masri)

ZENID Queen Zein Al Sharaf Institute for Development (Ms. Fatena Amawi)

Ministry of Education Pre-School Education Department. (Ms. Ibtisam Amara)

(Additional details about these organizations and other ECE efforts in Jordan are available in Appendix E of this document)

Dr. Taleb’s background, positioning and expertise in ECE coupled by her current role as ECE curriculum developer and teacher trainer makes her a natural choice to lead the institutionalization of ECE development and training. This effort could culminate in a

center for ECE development and training for Jordan (perhaps even for Arab countries) as a center of excellence. A proposal to start an ECE site at University of Jordan was approved in 2001 during the conference on this topic under the patronage of Her Majesty Queen Rania but tabled because of no funds. Given that Dr. Taghreed is positioned to provide the national curriculum by June and start training, this would be very good opportunity to support this institutional effort (not in terms of infrastructure but in TA).

SECONDARY SCHOOL YOUTH

Problems of quality and relevance have led to a significant mismatch between the labor market and development needs on the one hand and the output of education systems on the other. This situation leads to poor productivity, a distorted wage structure and low economic and social returns on education.

In Jordan's labor market, increasing numbers of secondary school graduates are unemployed, and there are chronic shortages of well-trained middle-level technicians and skilled laborers. Furthermore, the lack of relevant education for viable employment, and problems of manpower corresponding to employment are attributed to the inappropriateness of the academically oriented curriculum. While there have been attempts to diversify the secondary education curriculum to include more practical training and skill development, this has not been sufficient to bridge the workforce and employment gaps. Several reports underline the problem of the mismatch between education and workforce skills, for example, in a 1994 study, it was shown that two thirds of the unemployed are young adults between ages of 20-25 with secondary school graduates account for one quarter of those who are out of work (Haddad, 1994). It is clear that the underlying theme that has to be factored into every program is the high need for quality education programs that provide appropriate skilled labor and improve job market training.

Education has become distant from the hands-on experience of the workplace, alien from the everyday needs of production.

Arab Development Report
2002: p60

A new academic stream, which is currently in the design phase, will be implemented in the new scholastic year 2003/2004 namely the Management and Information Stream. While academic in nature, the new stream will replace the Commercial Stream in the Vocational tract. It is also anticipated that teachers primarily assigned in the Commercial Stream are going to be reallocated to teach in the new stream. The aim of implementing the Management and Information Stream is to provide better skills for the global marketplace (especially for girls who have been heavily represented in the literature stream), and better position them in the workforce upon completion of formal schooling. Moreover, enrollment in the new stream provides students who wish to continue their higher education with better guidance in choosing majors that correspond with the needed employment skills. The Management and Information Stream will include the

subjects such as: Administration, Finance, English language, French language, Computer skills, e-commerce and will also be implemented as a pilot on a semester basis.

Youth: Suggested USAID Program

USAID will provide technical assistance and direction for the Management and Information stream of the new education stream called for by the GOJ in the following ways:

- Assist in the developing of the curriculum, particularly in certain key areas such as e-commerce, market needs and English language, and incorporate problem solving, and critical thinking skills within the context of curriculum development
- In partnership with the private sector, pilot a school to work transition exercise
- Enhance students' creativity, innovation and entrepreneurship through exposure to labor market examples.
- Contribute to increasing the employment rate by linking the curriculum to labor market needs especially for girls who opt to enroll in this stream.
- Assisting the education sector institutions to meet the market demands by providing ICT learning pedagogy based teachers training and professional accreditation.
- Providing on-going monitoring and evaluation to assess and modify curriculum development, linkage of the new academic stream to the labor market, and training & accreditation.

LINKAGE TO MARKET NEEDS

In collaboration with USAID's ongoing INJAZ program, the Management Unit of this program will develop a pilot school-to-work transition exercise aimed at linking this formal education sector stream and the private sector. INJAZ is an ongoing USAID funded project aimed at providing economic opportunities for Jordanian youth. It trains secondary students in basic business and economic skills, gives them the opportunity to gain hands-on experience in running a small business, and provides youth with new employment options beyond the traditional public sector. It is designed and implemented as a partnership between the public and private sectors, and modeled on the highly successful U.S. Junior Achievement program.

This component will expose students to the work market needs, skills, and dynamics and will further seek to correspond curriculum and training with the requirements of the work market. The operationalization and success of this component of the MIS tract will in a large part determined by the collaboration and coordination of education and private sector entities.

The success of the pilot and this particular educational tract in general depends on a clear understanding of the national picture of human resource needs. Jordan's

most recent Human Resource Development strategy is out-dated (written over 5 years ago); since then there has not been any systematic assessment aimed at identifying future labor opportunities and how they link up with the market, eg; linking human capacity needs for the IT industry, Jordan's future banking sector needs, etc. We are not sure where the jobs are in the labor markets and where the jobs in the future will be; there is a critical need to systematically gather information about labor markets job and training needs, and based on that plan on training students on meeting the hiring needs. This is key in informing the development of the curriculum streams and training for the new Administration and Information tract and in building up Jordan's national human resource base. This is identified as an immediate and urgent need; whilst the ANE Bureau will investigate the availability of funds to jump-starting this exercise using core fund from an existing IQC's, it is recommended that this activity is appropriately prioritized.

CURRICULUM DEVELOPMENT

Assistance will be provided to the curriculum development effort aimed at providing content specific knowledge and training to youth. USAID will focus on developing the ICT component of this curriculum. This will not be limited to training in IT to understand how to use and apply, but rather broadened to address the pedagogic nature of IT.

Computer technology in education and in the business world is now firmly established and it is critical for students to have a full understanding of the scope and breath of use and applicability. In addition, ICT education opens up a whole new world of opportunities especially to girls, many of whom would be otherwise unqualified to enter the labor markets. Given the limited job opportunities in Jordan, ICT education will firmly set up a skill training system that will facilitate and expand opportunities for work outside the country.

The Management Unit for this activity will determine how this new system should be set up, what curriculum to be introduced and what flexibility it must have to enable reasonably fast switches to other disciplines.

TEACHER TRAINING

The lack of human and technical capacity is evident throughout the educational system, at the level of teachers, national, provincial and district officials, as well as the community leaders and principals. Teacher training has become increasingly positioned as an area of critical concern. Thus, teacher training and training of

Teacher education and preparation does not match current and future needs; there is broad concern that teaching methodology has not changed to the extent that will be required for the necessary reform of learning activities and instruction practices

ERfKE 2002: 12

trainers for sustainability is an issue advocated by many in the education sector.

It is widely held that the dissemination of information using ICT and training in the use of ICT technology and use are being addressed extensively by numerous agencies. However, what is missing is the pedagogic value and content of the information that is being disseminated or made available through this particular means. While technological literacy for teachers will be one component of the training, the focal point of this effort will be aimed at addressing the qualitative aspects of ICT training and use in improving teacher education and training. The aim here is to create a pedagogical framework that incorporates a variety of teacher training and e-training techniques used for in-service training globally. These modules could be disseminated using the portal recently acquired by the Ministry of Education.

The pedagogical component of ICTs; what we need is not ICTs for technology but the development of pedagogical, practical use of ICTs in the classroom

Mr. AbdelKarim Al Azam, Director General of Training

In addition, there is a need to pilot ICT aimed at providing distance pedagogical information and content to teachers and training them on using the interactive nature of ICTs. This pilot could be aimed at providing IT skills to teachers but focused on education techniques, access to knowledge, pedagogy and information.

ACCREDITATION

Accreditation systems for teachers as well as students should be developed and piloted under this initiative. Part of this process will also entail the engagement with private sector employers to agree upon accreditation standards and measures that they will be willing to honor. The ability to use technology has been established as a requirement for teacher licensing and certification in many countries; this can also be positioned as another factor in the accreditation process.

Suggested Implementer

This project could be implemented by the National Center for Human Resource Development (NCHRD)/the Higher Council for Science and Technology, under Dr. Munther Masri. The NCHRD is well positioned to implement the Youth in the Information and Administration Stream and Workforce development and address monitoring and evaluation components of the program design. The NCHRD is a 10 year old institution tasked to address human resources development through sound planning for training and education programs.

Under Dr. Masri's leadership, a project steering committee could be formed linking the formal system of education with the private sector, comprising of members from appropriate entities such as:

Ministry of Education

General Directorate of Training
General Directorate Curriculum
Exams and Assessment Center

Private Sector

INJAZ - Economic Opportunities for Jordanian Youth
The Young Entrepreneurs Association (YEA)
Business and Professional Women Club (BPWC)

(please refer to Appendix G for a description and scope of these organizations)

The Steering Committee will act as the Development Coordination Unit for the Youth program, tasked to address project design, needs assessments, and implementation overview.

MONITORING AND EVALUATION

This cuts across all components of the two tracts: ECE and youth. Clearly quality control through qualitative and quantitative monitoring, assessment and evaluation has to be embedded at all stages of the program. It will be critical to establish indicators and a baseline for both sectors—ECE and secondary youth—as soon as possible so that progress can be tracked through the duration of the project.

Advisory Committee

An additional recommendation will be to incorporate a voluntary advisory committee to provide expert guidance and direction, assess overall program framework, assess and evaluate contractor performance. They would meet yearly (USAID Jordan would pay for time and per diem for the annual meeting) and also work voluntarily as virtual members. Include in this committee:

- USAID/Jordan education advisor
- USAID/Washington education advisor (provide guidance and technical direction using a regional/Washington/State Department optic)
- 3 key education technical/policy members from Jordan (no contractors or subs)
- Key technical person from the Jordanian academic community

- 1 or 2 key members of the donor and/or NGO community who have education technical expertise
- 1-2 outside technical experts in the chosen areas eg. ECE, teacher training, etc.

USAID/Jordan staffing needs

Immediate/short-term: Given no technical education capacity in the Ministry and in general, depending on the Mission's timeline for implementation, I would strongly recommend the Mission to get short-term assistance from Nelson Ireland who is a key figure in the education policy environment and comes with a strong education background. He would work with Maha and the Mission on technical expertise especially related to component 2 of the strategy that focuses on youth, IT and market skills.

Long-term: The Mission needs to have a senior education advisor to come on board (direct hire, PSC, Fellow). This is critical for dialogue with the Ministry and other officials. There are no education technical experts in the Ministry from the top three levels down; there is a desperate need for qualified education technical expertise.

Implementation Options and Mechanisms

- A) An RFP. Given the limited amount of mechanisms for field support, our recommendation is to open this process to all interested entities. The ANE Bureau would work with the Mission in identifying key institutions to receive the RFP. The RFP would be written in such a way to elicit umbrella institutions operating under a prime contractor. A prospective timeline would be as follows:

Mid March 2003: Finalize language of RFP and identify key entities to receive RFP notification.

March 15 to end April: Elicit responses

May: Review proposals

June 2003: Award winner and begin implementation

Pre-Qualified Mechanisms for Field support

Bureau and Field Support in Education

New Awards: EGAT's Office of Education and the Office of Procurement recently announced the signing of two new awards in education; a third award is under review. These are Leader with Associates (LWA) cooperative agreements under the umbrella

heading “Educational Quality Improvement Program (EQUIP). Each award is for five years with five one-year options.

A Leader with Associates award (LWA) is a relatively new procurement mechanism. LWAs function like Indefinite Quantity Contracts or IQCs. With CTO approval, Missions and Bureaus can conduct direct negotiations and buy-ins with awardees (“associating” themselves with the Leader award) since there has already been competition. However, ‘buy-ins’ are cooperative agreements or grants rather than contracts. If the Associate Award is being done in the field, the request comes from the CO in the field. If the Associate Award is being issued in Washington, the CO in AID/Washington requests the information from the awardee.

EQUIP #1: Schools:

Focus: Education activities in the classroom, school and local community.

Recipient: American Institutes of Research (AIR).

Core Team: CARE, World Education, Academy for Educational Development (AED), Education Development Center (EDC), Howard University, and Juarez and Associates, as well as other partner institutions.

Information: Contact John Hatch, EGAT Office of Education (jhatch@usaid.gov).

EQUIP #2: Systems:

Focus: Education policy, systems development, and management.

Recipient: Academy for Educational Development (AED).

Core Team: Research Triangle Institute (RTI), CARE, Education Development Center (EDC), American Institutes of Research (AIR), and Learning Communities Network, as well as other partner institutions.

Information: Contact Patrick Collins, EGAT Office of Education (pcollins@usaid.gov).

EQUIP #3: Youth: Focuses on youth

Recipient/Core Team: TBD

MOBIS (Management, Organizational and Business Improvement Services)

This mechanism has not been used very often, but has garnered quite a bit of interest because of its speed and flexibility. These are some details of the MOBIS mechanism that were put together by John Swallow a few months ago:

The ANE Bureau faces a large number of procurements in/for such places as Cambodia, Afghanistan, Bangladesh, Yemen, India and Pakistan, and for many of our PD & L/PD & S activities. In some sectors, there is a dearth of centrally-managed mechanisms or projects, particularly mechanisms which have sufficient time horizons and financial ceilings. And all the while, staffs to prepare scopes of work, RFAs, and conduct all the work of reviewing and judging lengthy proposals keep dwindling in size.

MOBIS appears to offer the speed, technical quality, management oversight and accountability we seek in contractual processes and reportedly offers the fastest procurement route possible in the U.S.G. Some traits of MOBIS:

1. MOBIS's pre-approved GSA price schedule allows any U.S.G. agency to buy services in much the same way it can buy off-the-shelf commercial items.
2. Task orders may last for as long as 10 years.
3. There is no financial ceiling (as we are experiencing with USAID's traditional IQCs and IQC contract-types)
4. GSA has already competitively awarded MOBIS. This assures compliance with all applicable FAR and USAID acquisition regulations.

MOBIS seems to present three principal advantages. First, its ease and speed are noteworthy. Second, it is a flexible instrument which would seem to allow us to be creative and iterative, to add or delete organizations and individuals as sources of technical assistance, add and/or subtract monies, carry out pilot work, and to enter into an agreement without funding being totally in place beforehand. As indicated previously, MOBIS can be used for long-term work. Third, its rates are reportedly negotiable. The hourly loaded rates are for ex-patriates; the rates for host nationals are much reduced. The firms' representatives told me that MOBIS is comparable in price to many existing, more complicated USAID mechanisms and cheaper than some, such as the SEGUIR mechanism.

The steps for completing an order under MOBIS are supposedly simple and easy: (1) a scope of work is prepared; (2) USAID requests proposals from at least three vendors; (3) proposals are evaluated; and (4) USAID selects the vendor providing the best quality and value.

(Additional EGAT mechanisms for field support are available in Appedix H)

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www.nchrd.gov.jo

www.jordandevnet.org

Appendix B: List of People Interviewed

(including some notes)

Ministry of Education

Minister of Education: **Dr. Khalid Toukan** (would like to see us involved in ECD, IT and teacher training)

Director General of General Education: **Mr. Nayef Allmouh**
Director of Pre-School Education Department: **Ms. Ibtisam Amara**.

Director General of Curriculum: **Dr. Mahmoud Massad** (had a follow-up meeting with him) and

Director General of Vocational Education and Production: **Eng. Ahmad Shedin El-Hoaitat**

Director General of International Projects: **Mr. Osama Magheet** (only working on education infrastructure so we ended that meeting quite promptly)

Director General of Training: **Mr. AbdelKarim AlAzam**
Director of Training Department: **Mr. Mohammed Khamis** (had additional follow-up meeting with them)

Ministry of Planning

Secretary General, Ministry of Planning: **Mrs. Hala Bsaiso Lattouf**

Other Meetings:

President National Center for Human Resource Development: **H. E. Munther Al-Masri** (ex-education Minister very informed about education and gave excellent points to ponder)

Queen Zein Al Sharaf Institute for Development (ZENID) Early Childhood Development Trainer: **Ms. Fatena Amawi**.

Dean, Princess Sarvath Community College/ Head, National Center for Learning Difficulties: **Dr. Radi Alwakfi**

National Council for Family Affairs (NCFA). Program Coordinator: **Ms. Lara Hussein**

USAID-related

Mission Director: **Toni Christiansen-Wagner**

Office of Economic Opportunities/Private Enterprise Officer: **Jim Barnhart**

Office of Economic opportunities/Project Management Specialist: **Jamal Al-Jabiri**

Population & Family Health Office/Project Management Specialist: **Dr. Salwa Qteit**

AMIR Project/ ICT Market Linkages Specialist: **Sherry Youssef**

AMIR project/ ICT HRD Strategist: **Nelson Ireland** (given his depth of knowledge in the education sector and key understanding of the policy environment gained valuable insights in a separate meeting with him)

CIDA Program officer: **Nabil Inshasi,**

Save the Children: **Ms. Kholoud Abu Zeid**

World Bank: **Mae Chung** (in DC)

UNICEF Jordan:

Dr. Staneala Bekeley, Regional Advisor, Education

Golda El-Khoury, Regional Advisor on Youth

Naheed Aziz, Deputy Regional Director

(non of them had much information on the Jordan situation re. education and also seemed to have some problems within the structure with the UNESCO/Jordan education officers)

Ex-UNICEF/Jordan Regional Officer: **Frank Dall** (DC)

Appendix C: Ongoing USAID-funded education-related activities

Implementer	Description	Contact
John Hopkins	Youth reproductive health messages	
UNICEF	Have funded them to work on life skills but implementation is pending project planning matrix and commitment from UNF to provide funding.	\$1.8 million (\$1.5 from USAID and commitment of \$300,000 from UNF
AMIR	Technical assistance for write-up of ERfKE proposal to World Bank. IT training as component of AMIR project	Nelson Ireland Sherry Youssef
INJAZ	Economic opportunity	Jim Bernhart

Appendix D: Summary of ERfKE Project

EDUCATION REFORM FOR KNOWLEDGE ECONOMY

In order to continue reforming its education system, so as to respond effectively to internal and external challenges, the Government of Jordan has extended its Education Reform Program (2003-2007) to a third phase; under the umbrella of HRDSIL III.

The proposed project includes the following four components:

- (5) Reorientation of education policy, objectives and strategy through governance and administrative reform.
- (6) Restructuring and realignment of education programs and practices to achieve relevant learning outcomes relevant to the knowledge economy.
- (7) Support Provision of Quality Physical Learning Environments.
- (8) Promotion of learning readiness through early childhood education.

COMPONENT 1

This component aims to redefine the overall vision of education, together with its corresponding policy objectives, so as to guide the reform process of the education system; with the aim of better responding to the needs of the knowledge economy. The output of this component will be: (a) a redefined vision and an integrated National Education Strategy; (b) a reformed governance, management, and decision-making mechanisms, capable of achieving a learner-centered education system; (c) an Education Management Information/ Decision Support Systems produce to efficient policy analysis, and effective system management as well as to promote transparency. (d) a stronger capacity in educational research; educational policy analysis and development; effective monitoring and evaluation of educational progress and of the system performance.

COMPONENT 2

In 2001 the GOJ formulated an Accelerated Social and Economic Development Plan. The central pillar of this plan is human resources development with further reform of the education sector at its core. The objective is to develop the human capital needed for the knowledge economy. The OECD definition of Knowledge Economy is: "Creating the optimal conditions for increasing the production, mediation and use of knowledge, lifelong". Proposed investments under this plan would realign learning outcomes of the basic and secondary school systems, the vocational training system, and community colleges with the competencies and skills needed in the knowledge economy.

COMPONENT 3

Because of the growing student population, as a result of natural growth and the influx of a significant refugee population into Jordan during the past few decades, MOE had to

resort to rented and double-shift school options. Practical experience has shown that there are many problems associated with rented and double-shift schools. Such problems proved to have negative effects on the quality of education.

The aim of this component is to improve the quality of education by improving the quality of the learning environment in public schools through the alleviation of overcrowding and the replacement of unsafe buildings and by upgrading facilities to support learning in the knowledge economy.

COMPONENT 4

According to the current educational law in Jordan, the KG stage is a two-year duration stage targeting the age group 4 –6 years. The MOE is required by the law, within its capacity, to provide KG education. However, until the scholastic year 1998 – 1999, almost all KGs in Jordan were established and run by the private sector. The role of the MOE was limited to licensing, supervision and follow-up of the KGs. In addition, the MOE supported some of non-profit KGs with teachers from its own cadre. As of the scholastic year 1999 – 2000, the MOE has been implementing a plan of establishing KG classrooms in some of its existing schools which have unutilized classrooms. Priority has been given to poor and remote areas which have no KG services. One or two classrooms in each of the selected schools have been converted to KG classrooms, and in most of them one teacher per classroom has been appointed. Until the scholastic year 2001 – 2002, a total of 101 KGs classrooms have been established. The number of children enrolled in these KG classes is 2370. The schools in which the KG classrooms have been selected belong to 25 District Directorates, out of the 30 District Directorates in the country. It should be noted, however, that the 101 KGs are poorly furnished with very little (if any) of the necessary equipments and educational materials. The private sector is still the biggest provider of KG education. According to MOE statistics of the current year 2002, there are about 1193 KGs owned by the private sector. Most of these KGs are located in Amman the capital and in major big cities. In 2002 the number of children enrolled in private KGs was about 85700 students, representing about 28.6% of the KG school-age population (estimated at about 300.000 students). On the other hand, the number of students enrolled in public KGs was about 2370, representing about 0.8% of the school age population. Adding the two figures, the total enrollment ratio in all private and public KGs becomes about 29.4%.

Appendix E: Key entities working in ECE

<p>NCFA National Council for Family Affairs</p> <p>NGO chaired by Queen Rania and established in April 2002.</p>	<p>In cooperation with MOE role of NCFA is to coordinate ECE efforts. Working with AGFUND funds to develop a curriculum, training manuals for teachers, KG licensing and standards. Only coordinate and contract out work, don't train.</p>	<p>Ms. Lara Hussein , Program Coordinator (MA in ECE has been with NCFA since last May when it opened. Very eager for USAID funds but has no opinions of her own - government interests and education strategy are her interests and strategy.</p>
<p>AGFUND Arab Gulf Program for United Nations Development Organization Grant</p>	<p>\$150,000 provided for ECE efforts over a 2 year period beginning 2001 under supervision of a steering committee headed by President of the NCHRD and comprised by representatives from MOE, NGOs, academics, private sector and NCFA</p>	<p>H. E. Munther Al-Masri President of the National Center for Human Resource Development /Higher Council for Science and Technology</p>
<p>ZENID Queen Zein Al Sharaf Institute for Development</p>	<p>NGO headed by Princess Basma Bint Talal.</p>	<p>Ms. Fatena Amawi Early Childhood Development Trainer in ECE for 17 years. Ms. Amawi had good insights and opinions about ECE directions. Dr. Amal Nahhas Specialized in children's disabilities</p>
<p>Pre-School Education Department.</p>	<p>Ministry of Education</p>	<p>Ms. Ibtisam Amara. Director of department</p>
<p>World Bank</p>	<p>Looked at US experiment and met with Dept of Ed (World Bank)</p>	<p>Mary Young</p>

University of Jordan	The Department of Curriculum and Instruction at the Faculty of Education Sciences are positioned to put together a center for ECE development and training for Jordan (perhaps even for Arab countries) as a center of excellence	Dr. Taghreed Abu Taleb and team from (Jordan university) are currently commissioned by the MoE (through the AGFUND) to draw out the ECE curriculum to be implemented in all public KGs, also to train core teams of ECE teachers, supervisors and administrators on the new curriculum
UNICEF	Better Parenting Project for awareness raising. Very successful	Janet Brown

Appendix F: MEPI Goals and Objectives

Education reform is one of 3 components (the other two are economic and political reform) and current goals and objectives as detailed in Jan 17, 03 cable (please refer to Appendix for additional detail)

1. Expand access to and quality of basic formal education particularly for girls:

- Increase literacy in both Arabic and English
- Increase number of schools that adopt pedagogies and curricula centered on participatory learning, critical thinking skills and preparation for the global economy
- Increase parental, community and local government involvement

2. Expand access to and quality of higher education

- Increase enrollments from low-income and rural communities
- Improve quality of curriculum and teaching
- Expand linkages between US business and Arab universities

Digital readiness cross-cut (only recommendations are identified below for additional detail on the scope of the entire MEPI initiative please refer to Appendix)

DR 2. Increase deployment of information communication technologies to support entry and sustained participation in the marketplace.

DR 3. Expand number of classrooms utilizing multi-media, broadcast and Internet-based educational programming

Women's empowerment cross-cut

WE 1. Increase number of successful female business owners and entrepreneurs

WE2. Reduce school drop-out rates of adolescent girls

WE3. Increase number and raise proficiency of women

Office holders

WE 4. Support founding, growth and networking of NGOs advocating equality of women

WE 5. Support indigenous efforts to eliminate legal, regulatory and other obstacles to the advancement of women.

Past versions of MEPI had an ECE component, but in most recent documentation it is not present.

Appendix G: Youth Steering Committee

INJAZ - Economic Opportunities for Jordanian Youth

Trains secondary students in basic business and economic skills, gives them the opportunity to gain hands-on experience in running a small business, and provides youth with new employment options beyond the traditional public sector. It is designed and implemented as a partnership between the public and private sectors, and modeled on the highly successful U.S. Junior Achievement program.

The Young Entrepreneurs Association (YEA)

The Young Entrepreneurs Association is a voluntary, membership-based non-profit organization, established to create outstanding young entrepreneurs through idea exchange, fellowship, education, training and advocacy, to enhance entrepreneurs' skill level allowing them to compete in the global economy.

Jordan Vision 2020

The YEA is co-sponsoring the Jordan Vision 2020 initiative with 36 other business associations and the USAID-funded AMIR Program. The Jordan Vision 2020 is an ambitious initiative that aims to achieve a clearly stated private sector-driven economic strategy to aggressively guide Jordan into the 21st Century. Jordan Vision 2020 has set a goal of doubling Jordan's per capita income by the year 2020. To attain this economic growth, Jordan must increase investment from JD1.3 billion to JD2.2 billion every year for the next 20 years. Such investment would generate thousands of new jobs and a higher standard of living for all Jordanians. The YEA is involved in this project upon belief that the young, who represent the majority of our population, must be the driving force behind the development of Jordan's economy. Representatives of major business associations have launched the initiative to His Majesty King Abdullah and the public in 2001.

Education Policy Paper

The Young Entrepreneurs Association (YEA) believes that improving worker skills is a major challenge as Jordan competes more intensively in a global marketplace that is becoming more and more knowledge-driven. Indeed, if the objective of Jordan Vision 2020 and other nation-wide initiatives is to enable Jordan to compete effectively in the marketplace of the 21st century, one important strategy to accomplish that objective is enhancing the critical skills base of the Jordanian workforce.

Recognizing this, the YEA has prepared a position paper on the leadership role it is prepared to assume on behalf of the business community to improve education and enhance critical human resource skills. The position paper is aimed at the Minister of Education and other leaders in the education community, the executive branch of government, Parliament, and other decision-makers and opinion leaders in Jordan.

Business and Professional Women Club (BPWC)

The Business and Professional Women Club is a voluntary business association established in 1976. The mission of BPWC– Amman is to develop a comprehensive framework of structure to provide the necessary education, advocacy, networking, training, professional support and opportunity for the empowerment and active participation of women in the social, business and economic development of the country and to assure their rightful place in all decision making process. The BPWC is concerned with all issues related to women in business to stimulate and support the development of women's small businesses by providing effective and comprehensive business assistance and information to women entrepreneurs. Those services are offered through its three units:

Business Counseling Unit:

This offers services in preparing a project feasibility study, conducting an accurate business plan, basic legal requirements, pricing products, financial management skills, credit and micro finance issues, training needs assessment, business development needs...etc

Business incubator:

This is an integrated and affordable package of business services and support that facilitates business start-ups by reducing initial costs and diminishing chances of failure of small enterprises.

Business training unit:

This is concerned with initial assessment of training needs, training courses based on personal assessed needs, especially designed training materials, prepared training field guides, and field follow up for training results.

Appendix H: Additional EGAT Field Support Mechanisms

The mechanisms of EGAT's Office of Education offer expertise to support Mission efforts in BASIC EDUCATION, WORKFORCE SKILLS DEVELOPMENT, HIGHER EDUCATION, TRAINING, and INFORMATION TECHNOLOGY. Missions access these mechanisms through buy-ins. The acquisition process is simple: the contractor drafts a proposal after receipt of a scope of work from the requesting USAID unit. Once agreement is reached, the proposal becomes a task order. Task order activities can consist of long-term or short-term technical assistance. Depending on the time of issuance in relation to contract implementation, activities can be as short as one week and as long as five years. These mechanisms have been competed; further competition is therefore not necessary. Office of Education staff--who serve as the CTOs--are available to facilitate writing scopes of work and negotiating with contractors to assure that your needs are met. The following is a brief description of the mechanisms in each area of activity.

BASIC EDUCATION

The **Basic Education and Policy Support (BEPS)** initiative assists developing and newly independent nations to improve the quality, access, management, and effectiveness of their basic educational systems. The BEPS Activity focuses on four objectives:

- Improve quality, efficiency, access and equity of nonformal and formal basic education; and
- Support educational policy dialogue and reform;
- Conduct restorative basic education, educational planning, and policy activities in crisis and non- presence countries;
- Contribute to the prevention of the most abusive forms of child labor.

BEPS is an Indefinite Quantity Contract (IQC)-type project that provides specialized technical support via a core set of activities and task orders in the following technical areas:

- Educational policy appraisals and/or assessments;
- Short-term training activities in policy dialogue, reform, basic education, and crisis country activities, in country, regional, or US;
- Pilot projects, feasibility studies, and applied research; and
- Education diagnostic, reform, and conflict prevention activities in crisis countries.

Missions access BEPS through buy-ins. **Contact** CTO: James Hoxeng, (202-712-5191), jhoxeng@usaid.gov. Creative Associates is the prime contractor.

DHS EdData: This IQC provides developing countries with accurate and timely data for education policy and program planning, monitoring and evaluation. The activity was created to supplement and strengthen information already collected by national Education Management Information Systems (EMIS) while building on USAID's investment in population-based surveys. DHS EdData:

- Conducts education surveys that are linked to Demographic and Health Surveys (DHS).
- Designs and implements independent quantitative and qualitative data collection activities.
- Builds in-country capacity for education data collection, analysis, and use.
- Assists existing data collection efforts, such as school surveys.
- Analyzes and disseminates education from past DHS surveys.

Contact CTO is Kim Bolyard, (Tel. 202-712-5415); email: kbolyard@usaid.gov.

dot-EDU is a Leader with Associate cooperative agreement under **DOT-COM** (see <http://www.dot-com-alliance.org/>) that promotes the use of information and communication technology (ICT) in learning systems to increase the reach and quality of programs in basic education, teacher training, workforce development, and higher education, including the applications of Internet/ICT for learning systems in countries suffering the effects of civil unrest, natural disasters, or HIV/AIDS.

Missions access dot-EDU through their own associate awards negotiated with the prime grantee. **Contact** CTO: Stephen Tournas, (202-712-0154), stournas@usaid.gov. Education Development Center is the prime grantee (see <http://www.dot-edu.org/>).

WORKFORCE DEVELOPMENT

The Global Workforce in Transition (GWIT) initiative provides expertise and support to Missions in developing workforce development systems that increase the capacity of local institutions to assess and develop skills relevant to market and societal development needs. GWIT is a multitask order IQC.

Workforce development goals are pursued by fostering public and private stakeholder collaboration in addressing workforce and competitiveness skill needs; advocating policies and programs that increase the capacity of public and private education and training providers to deliver relevant skills training; and informing education and skill development policy and reform.

The key: building sustainable public-private stakeholder initiatives that forge systems assuring skill development relevant to the needs of globally competitive industry clusters or specific development challenges. The project builds on experiences focused on reducing skill gaps in key industry clusters in South Africa and Egypt. It includes experiences analyzing optional means of enhancing productivity and sharpening the relevancy of skill development in Sri Lanka.

It is a natural complement to competitiveness and economic growth initiatives as it addresses the human capacity components of such initiatives. Results include more competitive clusters, wider employment opportunities, and more responsive, relevant education processes and options. The mechanism can be used to address issues of youth employability and employment and to begin recovery in high conflict areas. In some settings approaches could include public works initiatives combined with workplace skills development in appropriate sectors.

Task order activities can consist of long-term or short-term technical assistance. **Education Development Center (EDC)** with partnering organizations was awarded the contract for this IQC in July 2002. **Contact** CTO: Gwen El Sawi, (202-712-1849), gwelsawi@usaid.gov.

HIGHER EDUCATION

The Association Liaison Office for University Cooperation in Development (ALO) Cooperative Agreement, <http://www.aascu.org/alo/>, administers partnerships between U.S. and developing country higher education institutions in support of Mission SOs and/or the Agency's third goal and priorities. An annual grant competition is held for institutional partnerships (\$100,000 over three years). Mission concurrence is required for all partnerships. Peer review panels are convened by the ALO to review proposals, and when funded by Missions, appropriate mission and host-country representatives participate in this peer review process. It is also possible for Missions and regional bureaus to "top up" (fund) proposals of particular value to their SOs.

Under the ALO's Cooperative Agreement structure, Mission's can directly buy-in to the services of ALO to solicit and manage a larger Mission funded higher education partnership. This has been done in El Salvador, Rwanda, Macedonia, Ethiopia, West Bank/Gaza and Mexico Missions as well as the AFR and DCHA Bureaus. Note: ALO represents six major U.S. higher education associations with a membership of over 3,800 U.S. colleges and universities.

The **United Negro College Fund (UNCF) Cooperative Agreement**, <http://government.ncat.edu/idp>, uses regional core funds to support International Development Partnerships (IDPs) between Historically Black Colleges and Universities or consortia of associations of HBCUs and developing country institutions to complement Mission SOs and the Agency goals. Under the UNCF CA structure, it is possible for Missions to access IDP three different ways: Through fund transfers, with a MAARD, or as a direct contract with UNCF. An annual grants competition is held yearly to select a minimum of four partnerships, one per region, in the amount of \$200,000 each for a three year period. Mission concurrence is required for all partnerships. UNCF convenes peer review panels of international development specialists to recommend proposals for funding. It is also possible for Missions or regional bureaus to "top up" proposals of particular value to their SOs or to fund specific partnerships.

Contact CTO: Gary Bittner, (202) 712-1556 regarding both activities, gbittner@usaid.gov.

TRAINING

START, the new **Strategic Technical Assistance for Results with Training IQC** is a solution for developing a strong base of human capital through training implementation, institutional strengthening and related services. The three prime contractors for this award are: the **Academy for Educational Development (AED)**, **Development Associates, Inc (DAI)** and **World Learning (WL)**. **START** is an easy to access \$450 million dollar, five-year, pre-competed IQC that provides training, technical assistance and related services to missions, other USAID entities and their partners worldwide.

START can:

- strengthen the performance of your key local NGOs and grantees
- develop cross border partnerships between small and medium-sized local entrepreneurs and similar types of U. S. and regional businesses; arrange internships, job shadowing and entrepreneurial networking programs
- administer small grants to local organizations that provide training and technical assistance to support achievement of your program objectives
- help fill human capital voids created by the HIV/AIDS pandemic through policy development, leadership, management and other sector-specific technical training

- analyze organizational performance gaps, assess needs, arrange placements, and provide all other implementation and support services for short-term technical and long-term academic training at U.S., third country or in-country sites
- respond to human resource needs for crisis and conflict prevention through the integration of training and other interventions, also staff and manage training in non-presence countries
- facilitate program results across sectors and work collaboratively with other agencies, and
- monitor and report training results, cost data and organizational performance changes.

START anticipates the application of distance learning technologies, as relevant, to implement the activities listed above. Services can be accessed through a Task Order. Visit the HCD website, www.usaid.gov/educ_training, for a streamlined Task Order template and for relevant sections of the three START contracts. (*START is the successor of the Global Training for Development (GTD) contract that expired 8/17/01*). Contact CTO: Ethel Brooks, (202) 712-0496, ebrooks@usaid.gov.

The Global Evaluation and Monitoring (GEM) IQC enables USAID missions, bureaus and offices to: design, monitor and evaluate programs in any of the areas of human capacity development (basic and higher education, workforce development, training and institutional capacity development); incorporate results into program design, monitoring and strategic planning; adapt and disseminate results, success stories, and lessons learned.

Menu of Services: Design, monitor, and evaluate programs; prepare or refine education and training sector components of strategic plans; advise on ways to increase effectiveness of education and training sector programs; analyze and disseminate education and training-related lessons learned; conduct workshops and conferences for education and training practitioners; create and maintain websites, databases and other dissemination vehicles.

Tasks under this IQC are implemented by **Aguirre International** and **International Science and Technology Institute (ISTI)**. The two institutions have a combined track record of over 35 years in designing, evaluating and monitoring HCD programs for USAID. **Contact** CTO: Ron Raphael (202) 712-5244, r Raphael@usaid.gov.

INFORMATION TECHNOLOGY

Digital Opportunity through Technology and Communication Partnerships (DOT-COM Alliance)

DOT-COM, http://www.usaid.gov/info_technology/dotcom/, is an alliance of **three Leader with Associate Cooperative Agreements** to promote information and communication technology for development. DOT-COM activities cross all sectors, including education, economic growth, women in development, agriculture, trade, health, environment, and telecommunications/e-commerce policy. The three DOT-COM cooperative agreements provide expertise and services in **policy, access, and learning systems**.

The **DOT-COM** award for **policy (dot-GOV)** provides assessments, training and technical assistance on telecommunications and electronic commerce policy and regulatory reform. The DOT-COM award for **access (dot-ORG)** provides pilots, technical assistance and institutional support to increase access and use of communication technology by the under-served. The DOT-COM award for **learning systems (dot-EDU)** provides pilots, technical assistance and institutional support for the use of information and communication technology (ICT) in learning systems. Gender equity and collaboration with private sector ICT firms are emphasized throughout DOT-COM. The Office of

Education (EGAT/ED) and the Office of Women in Development (G/WID) fund the core DOT-COM awards.

Three Leader with Associates Cooperative Agreements have been awarded to implement the USAID DOT-COM Alliance. "Leader" refers to the core award vested with central funds. "Associate" refers to awards associated with the Leader award, which are negotiated by the missions or operating units funding the Associate award. Each DOT-COM Leader with Associates award has a prime grantee with sub-grantees and resource partners. Collaboration with sub-grantees and resource partners can be accessed through the prime. The three DOT-COM awards are linked to work cooperatively through the Secretariat housed in the dot-ORG award. The expected value of the Leader awards is \$15,000,000 of core funds over five years. Missions and regional bureaus will contribute additional funds for DOT-COM Associate awards.

Agency **contacts** for DOT-COM include: dot-GOV: Edward Malloy, (202) 712-1579, emalloy@usaid.gov; dot-ORG: Brian Bacon, (202) 712-0168, bbacon@usaid.gov; dot-EDU: Stephen Tournas, (202) 712-0154, stournas@usaid.gov; private sector collaborations across awards: Elizabeth Range, (202) 712-5394, erange@usaid.gov; gender issues across awards: Macol Stewart, (202) 712-1724, mastewart@usaid.gov; overall DOT-COM program: Tony Meyer, (202) 712-4137, ameyer@usaid.gov.

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