

A FUTURE FOR THE PAST

TOWARD A STRATEGIC DIRECTION FOR THE MADABA INSTITUTE FOR MOSAIC ART AND RESTORATION



DEVELOPED BY

siyaha

Jordan Tourism Development Project



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ACRONYMS

BAMM	British Association for Modern Mosaics
CISS	Cooperazione Internazionale Sud Sud
COE	Centers of Excellence
CPD	Continuing Professional Development
DoA	Department of Antiquities
ICT	Information and Communications Technology
MIMAR	Madaba Institute for Mosaic Art and Restoration
MMS	Madaba Mosaic School
MoTA	Ministry of Tourism and Antiquities
MoU	Memorandum of Understanding
NTS	National Tourism Strategy 2004 - 2010
SAMA	Society of American Mosaic Artists
USAID	United States Agency for International Development

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EXECUTIVE SUMMARY

Jordan has many natural resources, not least are a magnificent array of archaeological sites and monuments, considered to be among the best in the world. The National Tourism Strategy 2004 - 2010 (NTS) highlights the need for the development and conservation of the heritage component of the tourism product. The Madaba Governate Tourism Development Strategy 2006 -2010 has identified its mission as developing a growing and sustainable tourism economy in Madaba by capitalizing on its unique natural and cultural assets to expand employment opportunities for its residents. Core to the Madaba Tourism Development Strategy is establishment of Madaba as the leading regional center for the study, conservation, and the production of mosaic art.

Madaba Mosaic School is an integral component of the strategy - in educating and training professionals in mosaic art and in enhancing the tourism experience in Madaba. The USAID-funded Jordan Tourism Development Project (SIYAHA) conducted a strategic review of the school and its current positioning within the education and tourism framework. The review highlights issues of facilities, resources and capabilities in the field of mosaic education and training. This strategy is a prerequisite for a five-year business plan, which will set out the activities and actions required to support the strategic direction and focus for the period 2006-2010.

The strategy for Madaba Institute for Mosaic Art and Restoration (MIMAR) is the result of extensive, wide ranging consultations with key stakeholders, especially the Department of Antiquities (DoA). It defines a vision for the school and identifies a series of strategic themes and goals to which the school and its stakeholders must commit themselves to ensure future

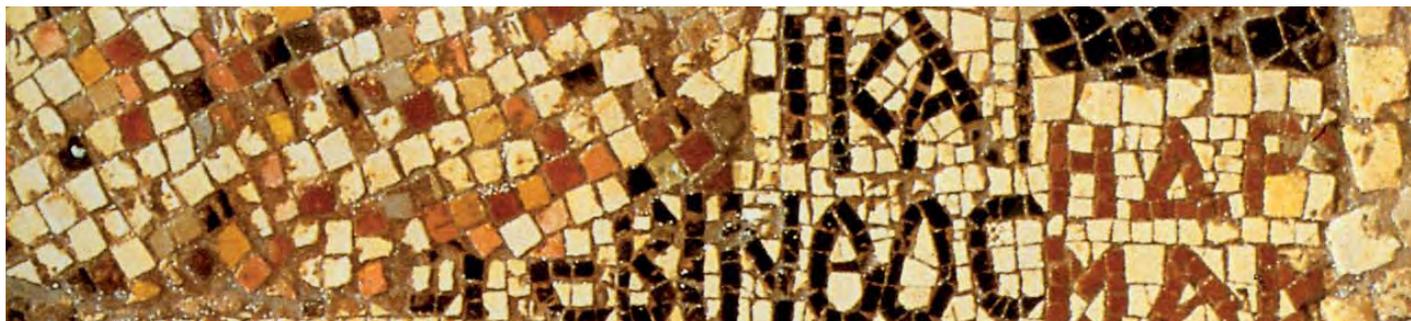
viability. The strategy challenges the school to prepare a set of detailed metrics within each of the strategic themes to be reviewed against targets on an annual basis.

Currently the Madaba Mosaic School is the only school of its kind in the region. Its current status as a high school prohibits it from attracting students with the academic caliber appropriate for professional graduates with qualifying knowledge, skills, and experience to allow them to work in mosaic heritage, conservation, and restoration.

Madaba Mosaic School's finances and facilities are insufficient to provide continuing professional development of those people who are already working in the sector. Because it cannot serve its constituency, it lacks recognition and support. In essence, the school is currently underutilized and ineffective. It lacks appropriate equipment, has limited funds and suffers from a diminished reputation. Therefore, to become a Center of Excellence (COE) in its specialist field, the school should be upgraded and repositioned to become a Regional Institute for Education and Training in Mosaic Art Restoration and Conservation.

The repositioning of the school is dependent on positive support by all its key stakeholders, especially the Ministry of Tourism and Antiquities (MoTA), DoA and the Ministry of Higher Education.

The Madaba Mosaic School, a designated high school under the Ministry of Education, currently offers a vocation program. For the school to have a viable future, this status is no longer appropriate.



Madaba Mosaic School should begin the process of phasing out as a high school in the academic year of 2006-2007. During this year, the final group of students will complete the Tawjihi, vocational stream. The school will not accept any new first year entry students in 2006.

In September 2007, the school will be designated as a college and will operate as an Institute of Higher Education under the aegis of the Ministry of Higher Education and managed by the DoA.

Madaba Mosaic School has suffered in part because of lack of funds. In order for the new institute to achieve its strategic objectives, it will need substantial funding and investment. The strategic review recognized that reliance on public funds will be insufficient to meet the institute's strategic and development needs. The strategic direction of the institute would be in alignment with criteria for many private sector funding opportunities available to it. To realize the strategic objectives of the institute, a capital development fund of approximately US\$2 million is required for the renovation, construction of buildings, and services necessary.

Strategic themes will chart the future direction of the institute for the period 2007-2011. These themes will be implemented through a comprehensive set of strategic goals and actions. The most significant of these include renaming and rebranding as the Madaba Institute for Mosaic Art and Restoration. The institute will offer four education and training streams for post Tawjihi students, post graduates, and professionals employed in the sector in Jordan and throughout the region. It is projected that over 1,000 students will participate in and become certified through the

wide range of courses available during the period of the strategic plan. All programs and courses will be accredited by a Jordanian University, in partnership with the institute, through a comprehensive memorandum of understanding. International accreditation will also be secured for specialist and professional development programs.

A new corporate governance and legal framework will be formulated for MIMAR. This will reflect a government owned, not-for-profit entity, with a strong public-private partnership, incorporated in the membership of boards and committees that will operate independently from its parent, the DoA.

These strategic ambitions further detailed in the remainder of this document will place new pressures on the institute to respond imaginatively and effectively if it is to move up the value chain of teaching, training, and research.





Hippolytus Hall

BACKGROUND AND CONTEXT

1.1 LOCATION AND BRIEF HISTORY OF MADABA

The Madaba Mosaic School is located in the old town of Madaba, 30 km south of Amman, within a unique area of archaeological and historical relevance. Madaba town is one of the 12 governorates in Jordan, with a population of 135,000.

The region of Madaba has been inhabited intermittently for nearly 3,500 years. The ancient city was built on a natural rise in the Transjordan plateau and is mentioned in the Bible as the principal town which the Tribes of Israel conquered in the Moabite land. Several inscriptions confirm Nabatean control of Madaba in the first century A.D., when the town was one of the more important caravan routes of antiquity. When the Romans conquered the Nabatean kingdom in 106 A.D., the city and its territory formed part of the Provincia Arabia established by the Emperor Trajan.

In the Byzantine period, Madaba became an Episcopal seat of the province of Bosra. Madaba's mosaics date from this time. These mosaics can be seen in numerous churches and houses in and around Madaba. These floor mosaics are relics of the Byzantine culture and art, and the better known ones in Ravenna and Constantinople. The Palestine Map preserved in the Greek Orthodox Church of St. George is considered one of the most important works of mosaic art surviving from the Byzantine town. It is recognized as an outstanding historical and geographical document from the Justinian period.

Madaba Mosaic School is located in the town center, adjacent to the Archaeological Park; the location is indicated in the town map.





1.2 DEFINITIONS AND CONTEXT OF MOSAIC ART AND STONE RESTORATION

Mosaic art is defined as a design made of small pieces of colored stone or glass. The design can be elaborated with gold or gem stones depending on the style and period of design. Mosaics can be presented on walls, ceilings, and floors or tessellated pavement.

Stone restoration concerns all aspects of structural or artifact stone design and preparation. Stone restoration concerns restoration of the stone work to its nearly new state.

Mosaic art is normally categorized by period, design, and type of materials used which can be wide and varied. The following are some examples:

- Stones: marble, slate, and other natural stones offer both style and texture. This can be seen in Roman floor mosaics.
- Gold: originally used prodigiously in Byzantine church mosaic design.
- Pebbles: pebble mosaics have a long history beginning with the black and white Greek mosaics.
- China Picassiette: broken china mosaic style derived from the French term Picassiette (stolen plate).
- Stained Glass and Mirror: used in church mosaics and residential houses.

- Marble and Gem Stones: flat, black marble and gems have become popular in modern design.

In addition to the above mentioned types, there are also the ceramic and pottery styles associated with the art of mosaics.

Jordan has many archeological and historical sites ranging over many eras. Many of these sites contain valuable and treasured mosaics ranging from the first century B.C. through eight century A.D.

There are three different periods of mosaics found in Jordan:

1. Roman Style: two dimensional designs with simple colored stones.
2. Islamic Style.
3. Byzantine Style: designed in shades, colors, and many varieties of stones.

MOSAIC SITES IN JORDAN

Mosaic sites in Jordan are located in several historical and archaeological areas such as: Madaba, Amman, Ajlun, Jerash, Salat, Mafraq, Petra and the Baptism Site. The total number of these sites range between 300 and 400, of which many have not been identified. Due to lack of resources and technical expertise in conservation, they have not been restored or displayed as tourist attractions.



ROLE OF A MOSAICIST

A mosaicist is a person who is trained in the design and preparation of mosaics and works in a mosaic workshop. Using different methods and technologies, the mosaicist produces floor and wall mosaics as well as a variety of work for other purposes. Mosaicists are trained to use different materials, such as precious and semi-precious stones, vitreous pastes, marbles, gold, and silver. While generally specializing in the restoration of ancient mosaics, the mosaicist is also trained to survey, measure, and examine the design of mosaics found at archaeological sites. They have the ability to use any other procedures needed for the recovery or artistic findings.

PROFESSIONAL JOB CATEGORIES ASSOCIATED WITH MOSAIC ART:

The role of a mosaicist involves four main task areas, outlined as follows:

1. **Production:** The process of producing surface decoration made by inlaying small pieces of variously colored materials to form pictures or patterns. There are two main techniques in producing mosaics the direct and the indirect methods (or reverse method).
 - a) The Direct Method: The direct method is the most common and easiest method of producing mosaics. The tesserae are

pressed directly onto the base using adhesive. Mosaics made in this method may be grouted or ungrouted, depending on the desired look and the purpose of the mosaic. Working directly also offers the opportunity to create a mosaic with varying textures. A flat surface, like a tabletop, can be achieved as long as materials of the same thickness are used and the adhesive is applied evenly. The direct method allows one to see how a mosaic is going to look as it is being created.

- b) The Indirect Method: The indirect (reverse) method is more complicated. The mosaic is worked backwards, like a mirror image. The tesserae are placed facedown using a temporary mounting surface. To install, the mosaic is flipped over the whole image, or sections of it onto the permanent mounting surface which is then removed, and the mosaic is seen facing the correct direction for the first time.

2. **Conservation or Preservation:** Attempting to keep a stone from deteriorating further, stabilizing it, and ensuring that it is maintained for future generations.
3. **Restoration:** Bringing the stone back to its former position or condition. There are two main techniques in stone restoration, the institute and taking off method.
 - a) Institute Method: The restoration is always made in the same location when there is the possibility to work, and when it is safe for the restorers as well as safe for the restoration items.





b) Taking off Method: Used when there are difficulties that do not allow the restoration project to take place in the same location. For instance, poor weather conditions may prevent the restorers from continuing their assignment in the same location. The decision for taking off the mosaics to restore them in a safer place is often made by the restoration management team based upon the expected conditions. When finished, the piece is returned to its original location.

4. Documentation and Archiving: A technique used to determine the date of the antiquities and then filing documents, maps, plans, designs, and photographs into a catalogue and retrievable data base.

1.3 FOUNDATION OF MADABA MOSAIC SCHOOL

Madaba Mosaic School was established in 1992 with the support of the Italian government to train Jordanian students in the production and conservation of mosaics, contributing to the long-term conservation of mosaics and promoting awareness of their importance.

In 1993, specialization in mosaics was adopted as one of the vocational fields of the high school curriculum. Students were able enroll in the school once they had completed tenth grade. On completion of two years (grades 11 and 12) students were able enter for the Tawjihi high school examination. Those students who passed

with the highest marks could pursue their higher education in art or archaeology at Jordanian universities. Alternatively, on completing secondary school, the students became eligible to progress to a final third year of the program. While the school had developed an intensive program for that year, no students applied for this program, primarily because it lacked formal accreditation. Because of this, the third year program was eventually abandoned. Although the students were trained as mosaic conservators, they only received a high school diploma at the end of their training. This was not enough incentive for them once they start working in the field, because they are often considered as technicians.

Since 1993, the school has embarked on a number of mosaic restoration projects within the region of Madaba and beyond. Despite these projects, the training program is geared towards the production of mosaic tablets and some conservation skills.



1.4 CHALLENGES AT AN EARLY PHASE OF DEVELOPMENT

There are several constraints that face Madaba Mosaic School, which can be summarized as follows:

- The school had to adopt the curriculum of the high school vocational stream, which is not appropriate for education in mosaic conservation and restoration.
- The specialization in mosaics does not appear in the formal secondary school application.
- Student enrollment has dropped since 1996-1997 due to the addition of two compulsory courses. The programs have, in turn, lowered the standard level of student acceptance.
- Since the third year of training is not formally recognized, many students decide not to progress, creating a gap in their training program.
- The lack of accommodation facilities has discouraged the enrollment of students who do not reside within Madaba.
- The number of compulsory courses is greater than the specialization courses, which impact the level of training students, receive in production, restoration, and conservation.

1.5 IMPACT ON REGIONAL TRAINING AND DEVELOPMENT

Madaba Mosaic School is already involved in training at the regional level. For five consecutive years, the school has been conducting the Bilad al-Sham training course in mosaic restoration, with the cooperation of the Palestinian Mosaicist (formerly with the Jericho Workshop), the Studium Biblicum Franciscanum, and the Italian - Cooperazione Internazionale Sud Sud (CISS). The aim of course is to train employees of the archaeological departments in Iraq, Palestine, Syria, Lebanon, and Jordan in the methods of restoring mosaic floors.

Since its establishment, the school has made significant contributions to restoration and has been responsible for restoring mosaics in Madaba, Amman, Ajlun, Jerash, Petra and in the Baptism Site. To promote mosaic art, these new restorations have been exhibited in Jordan and abroad.





School classrooms and library

ANALYSIS OF THE MADABA MOSAIC SCHOOL ENVIRONMENT

2.1 BUILDING ON STRENGTHS AND MAXIMIZING OPPORTUNITIES

To understand the issues and challenges for the school, it was evaluated and analyzed by benchmarking it against similar international schools that are also involved in mosaic art, conservation, and stone restoration. The analysis provides an opportunity to examine and build on the strengths of the school and to maximize its opportunities. At the same time, the analysis provides an opportunity to identify and eliminate strategic weaknesses and to anticipate the threats that might militate against success.

STRENGTHS

- An increased demand exists for experts, mosaicists, and the professional development of people working in archaeology and in the conservation of cultural heritage.
- The region is rich in history, heritage, and culture. Mosaics are an important part of that cultural wealth.
- The school has a team of committed employees and associates enhanced by the guidance and advocacy of Fr. Michele Piccirillo, Studium Biblicum Franciscum.
- The school is the only entity in the region that is dedicated to the capacity and capability building of students and experts in mosaic art and stone restoration.
- A number of key stakeholders, the most significant being the

Department of Antiquities and its Director, are supportive of the work and the future development of the school.

- The school has fostered excellent relationships with national, regional, and international organizations and institutes - both public and private.
- The school has significant potential for tourism development by being an integral part of the new Madaba tourism experience.

WEAKNESSES

- The current status of the school, as a vocational high school, does not provide tangible career options for the students on completion of the program.
- Graduates of the school rarely take up employment in the mosaic or restoration sector. Those who secure jobs in the production sector do so at a non-technical level.
- The existing third year course is not accredited and is not recognized as a form of qualification; both factors are major deterrents in securing employment on government sites and facilities.
- The school is registered under the Ministry of Education within the industrial stream of the high school education system. This academic status restricts and confines the potential of the school and its graduates.



OPPORTUNITIES

- The school can become the Regional Institute for Mosaic Art and Restoration Education and Training.
- A new academic status can be secured to underpin the strategic focus of the institute, which will include a new corporate status, organizational structure, professional faculty, and corporate governance.
- Additional income sources must be generated, mainly to create a level of financial independence and to fund on-going capital development.
- The institute can focus on its expertise in mosaic conservation and restoration in addition to its current emphasis on production. However, this has capacity, capability and competence implications that must be addressed forthwith.
- The institute can secure approval to provide diploma and degree programs for post Tawjihi students as of September 2007. Further, it can provide continuing professional development (CPD) for existing employees and experts on-site and on government projects and post-graduate specialist and research programs, for both national and international students.
- The institute can become a regional center for research and information for academics, students, and other experts, such as architects, planners and government officials.
- The institute can enhance the Madaba tourist experience through the provision of an interpretative center which showcases the historical and cultural assets of the mosaics.

THREATS

- The school could lose its status as the first and only school in the Middle East dedicated to the education and training of mosaicist and the restoration of mosaics.
- The lack of investment in facilities and equipment prohibits the school from achieving its most basic functions.
- The uncertainty about its sources of funding inhibits any long-term planning and development of the school, and negatively effects the recruitment, retention, and motivation of employees and associates.
- The low status of the school as high school impacts its attractiveness to students both nationally and regionally who wish to pursue a course of study in mosaics; consequently, the school has ceased to be a source of expertise and no longer has a reputation for the dissemination of knowledge and research in the field.



STRATEGIC DIRECTION FOR THE MADABA INSTITUTE FOR MOSAIC ART AND RESTORATION (2007 – 2011)



In order to address the challenges and limitations of the future and to guide the solutions to these challenges, a new strategic direction for the institute is encapsulated in the following mission statement for the MIMAR.

3.1 VISION

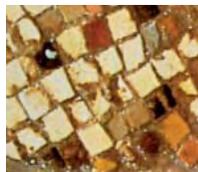
The institute will contribute to the historical, cultural, economic, and tourism renaissance of Jordan and to the development of Madaba as a leading regional center for mosaic art and stone restoration.

3.2 MISSION

The institute will be a center of excellence and the leading education, training, research, and information entity for mosaic art and stone restoration in Jordan and the region.

This mission will succeed by applying modern pedagogical methods and techniques in the provision of education and training leading to sustainable career opportunities and qualifications for its graduates and professional experts employed in the sector.

The institute will provide skilled and professional graduates for employment in the restoration and production sectors of mosaic art and stone restoration, and enhance the competence and capability of those employed in the conservation of cultural heritage.





School administration Building

STRATEGIES AND GOALS

The vision and mission will be realized through a number of strategic themes which chart the future of the institute, over the period 2007-2011. These themes are further implemented through a series of goals and actions, to ensure the future sustainability, financial viability, and professionalism of the institute.

STRATEGY ONE: UPGRADE SCHOOL

Reposition and upgrade Madaba Mosaic School from a high school to a college of higher education and transfer from the vocational stream of education to a professional stream of education and training.

GOALS

- S1.1 Develop and promote a new title and brand for the school as the Madaba Institute for Mosaic Art and Restoration.
- S1.2 Conduct a review of the resources, systems, facilities and procedures required to reposition the existing school from a high school to a college of higher education.
- S1.3 Present a formal application to the Ministry of Higher Education and Scientific Research to designate the school as an institute of higher education effective November 2006. The Ministry of Higher Education and Scientific Research will then set out the new standards of excellence and achievement.

STRATEGIES	GOALS
Strategy 1 - Upgrade School	1.1 Designate School as an Institute 1.2 Resources, Facilities, and Systems 1.3 Re-title and Brand
Strategy 2 - Accreditation	2.1 Formal Academic Accreditation 2.2 Formulate Memorandum of Understanding with Designated Universities
Strategy 3 - Corporate Governance	3.1 Corporate Governance 3.2 Legal Framework for Institute 3.3 Develop Management and Organization
Strategy 4 - Education and Training	4.1 Develop Curricula, Programs, Assessment and Teaching Methods
Strategy 5 - Funding and Budgets	5.1 Formulate a Capital Development Program 5.2 Formulate an Income and Expenditure Budget 5.3 Prepare a Sources of Funds Projection
Strategy 6 - Strategic Alliances	6.1 Formalize Links with Appropriate Organizations
Strategy 7 - Physical Facilities	7.1 New Academic Faculty and Support Services 7.2 Implement Structural and Capital Development Plan
Strategy 8 - Outreach Centers	8.1 Seek Designation of Sites as Outreach Centers 8.2 Formalize Procedures for Designation of Key Sites
Strategy 9 - Student Recruitment	9.1 Promote the Mosaic Artisan as a Profession 9.2 Source Student Accommodation
Strategy 10 - Stakeholders	10.1 Formulate Terms of Reference for Stakeholder Involvement 10.2 Formulate MoU's to Secure Cooperation and Joint Ventures





STRATEGY TWO: ACCREDITATION

Secure a recognized accreditation and qualification framework to provide diploma degrees, higher diplomas, and international accreditation for CPD and specialists courses and programs.

GOALS

S2.1 Commence a consultation process with the academic, admissions, and accreditation sections and principals of the Yarmouk University and Al- Balqa Applied University to explore partnership arrangements which will lead to the academic recognition and accreditations of the new education and training paths of the institute.

S2.2 Formulate an MoU with the designated university to provide formal arrangements for the accreditation of the institute's graduates, including joint partnership arrangements with regards to facilities, curricula, and teaching faculties.

STRATEGY THREE: CORPORATE GOVERNANCE

Formulate a corporate governance and legal framework for the institute that reflects a government owned, not-for-profit entity, with a strong public-private partnership, incorporated in the membership of boards and committees.

GOALS

S3.1 Prepare a legal framework for the institute that is informed by Article 120 of the Jordanian Constitution (1952).

S3.2 Develop an organization and management structure based on the legal framework of the institute and to reflect international best practices to ensure effective academic and operational leadership.

SPECIFIC ELEMENTS OF THE GOALS

S3.1 - Legal Framework

The legal framework for the institute will be based on Article 120 of the Jordanian Constitution (1952).

Therefore, a legal body could be established by a regulation issued by the Cabinet. The regulation will specify the legal structure, management, mandate, composition, and relationship of the legal body with other entities. This may include representation of both public and private sector entities and is entitled to form committees that are responsible for undertaking certain activities. This legal body shall be linked with the Department of Antiquities.

The regulation will also flesh out the regulatory functions that are normally allowed to such legal bodies, the powers and authorities of the Board of Trustees and the Board of Directors, and the method of their appointment. It will include appropriate funding mechanisms, whether it is an allocation by the government from the annual budget, or donations, grants, and aid extended by local or foreign official entities or individuals.

CORPORATE STRUCTURE AND GOVERNANCE

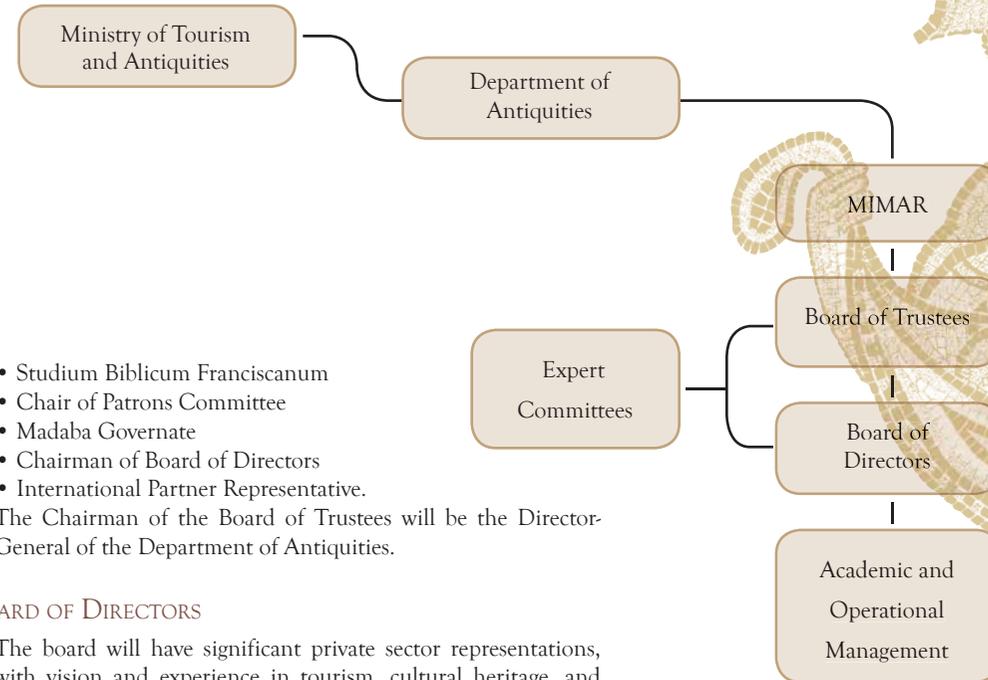
The indicative chart outlined in Figure 1 shows the formal structure and reporting relationships that the proposed legal status of the institute would have.

The structure, as outlined, will provide for the efficient and effective working of the institute and ensure lasting practices in corporate governance that are sound, appropriate, and successful. It will provide transparency in policies, procedures, and systems, as well as accountability and measures to monitor operational plans, quality assurance, and targets.

BOARD OF TRUSTEES

The Board of Trustees will be responsible for overall strategic direction and policy of the institute. Membership will include:

- Ministry of Tourism and Antiquities
- Department of Antiquities
- Ministry of Higher Education
- Ministry of Planning



BOARD OF DIRECTORS

The board will have significant private sector representations, with vision and experience in tourism, cultural heritage, and conservation. The chairman of the board will be appointed by the Ministry of Tourism and Antiquities. Membership will include:

- Ministry of Tourism and Antiquities
- Representative of Private Sectors
- Department of Antiquities
- Accrediting University Representative
- Institute Director
- Madaba Tourism Representative
- Ministry of Higher Education.

ACADEMIC AND OPERATIONAL MANAGEMENT OF THE INSTITUTE

- Institute Director
- Dean of Academic Studies
- Corporate Support Services
- Teaching and Training Faculty

Figure 1: Corporate Structure and Governance.

STREAM/YEAR	2007	2008	2009	2010	2011	TOTALS
Stream 1	20	40	40	40	60	200
Stream 2	-	30	30	30	30	120
Stream 3	50	100	100	100	100	450
Stream 4	30	30	50	50	50	230
Totals	100	220	220	220	240	1,000

Table 1: Projected Student Intake

STRATEGY FOUR: EDUCATION AND TRAINING

Develop new education and training paths for the institute to accommodate post Tawjihi students, post graduates students, employees in the heritage, restoration, and conservation sector and those employed in the architectural sectors.

GOALS

S4.1 Develop curricula, programs, assessment, and teaching methodologies appropriate to each of the four educations training streams

SPECIFIC ELEMENTS OF THE GOAL

FOUR ACADEMIC STREAMS

Stream 1: Diploma Program

This program in mosaic art and restoration will be offered for post Tawjihi students to include structured internships working on historical sites in Jordan and in the region. After this two year program, students can progress to a bachelor's degree program following a successful bridging and comprehensive examination process.

Stream 2: Higher Diploma Program

This will be offered for those who graduate from such disciplines as architecture or history. This course will include structured

internships and practical experience within designated sites in Jordan and in the region. There is a potential for the institute to maximize the post-graduate student community that wishes to study the mosaic heritage and the opportunity for historians, art historians, architects, and students of conservation science to pursue academic studies through this stream.

Stream 3: Continuing Professional Development

A range of short courses to enhance the knowledge, professionalism, and competence of those currently employed in mosaic conservation and restoration. This includes the highly successful Billad Al-Sham 11 regional training course in mosaic restoration. Courses will also be provided for those employees who do not have formal training or qualifications.

Stream 4: Master Classes

Classes for experts and specialists working in all related industry sectors: public, private, and academic. Internationally renowned experts in mosaic production, design, and restoration will teach these courses. The institute will have the potential to host international conferences and to deliver workshops and specialist forums.

Projected Student Intake

It is anticipated that during the five years covered by this plan, a total of approximately 1,000 students will enrol in the four different streams and programs listed above. The projected student numbers for each of the paths over the plan period is outlined in Table 1.

STRATEGY FIVE: FUNDING AND BUDGETS

Develop funding scenarios for the institute to ensure that the strategic goals and objectives are realized through a comprehensive program of funding and investment from public and private sources.

GOALS

S5.1 Formulate a capital development program which includes the construction, restoration, renovation, and fittings of buildings such as lecture theaters, workshops, communications network, information center and communication center. An estimated US \$2 million will be required over the period of the plan.

S5.2 Formulate an income and expenditure budget for the institute to ensure that the level of funding for key operational and academic areas is adequate. A detailed expenditure and income budget will be included in the business plan for the institute (2007-2011).

S5.3 Prepare a funding source scenario to provide for the fiscal independence and financial security of the entity.

SPECIFIC ELEMENTS OF THE GOALS

Sources of Funds

Prepare of a funding source scenario for the institute to provide for the fiscal independence and financial security of the entity over the period of the plan. A number of sources have been identified;

Public Sources (Government Departments):

Ministry of Tourism and Antiquities
Ministry of Higher Education
Ministry of Planning and International Co-operation
Department of Antiquities

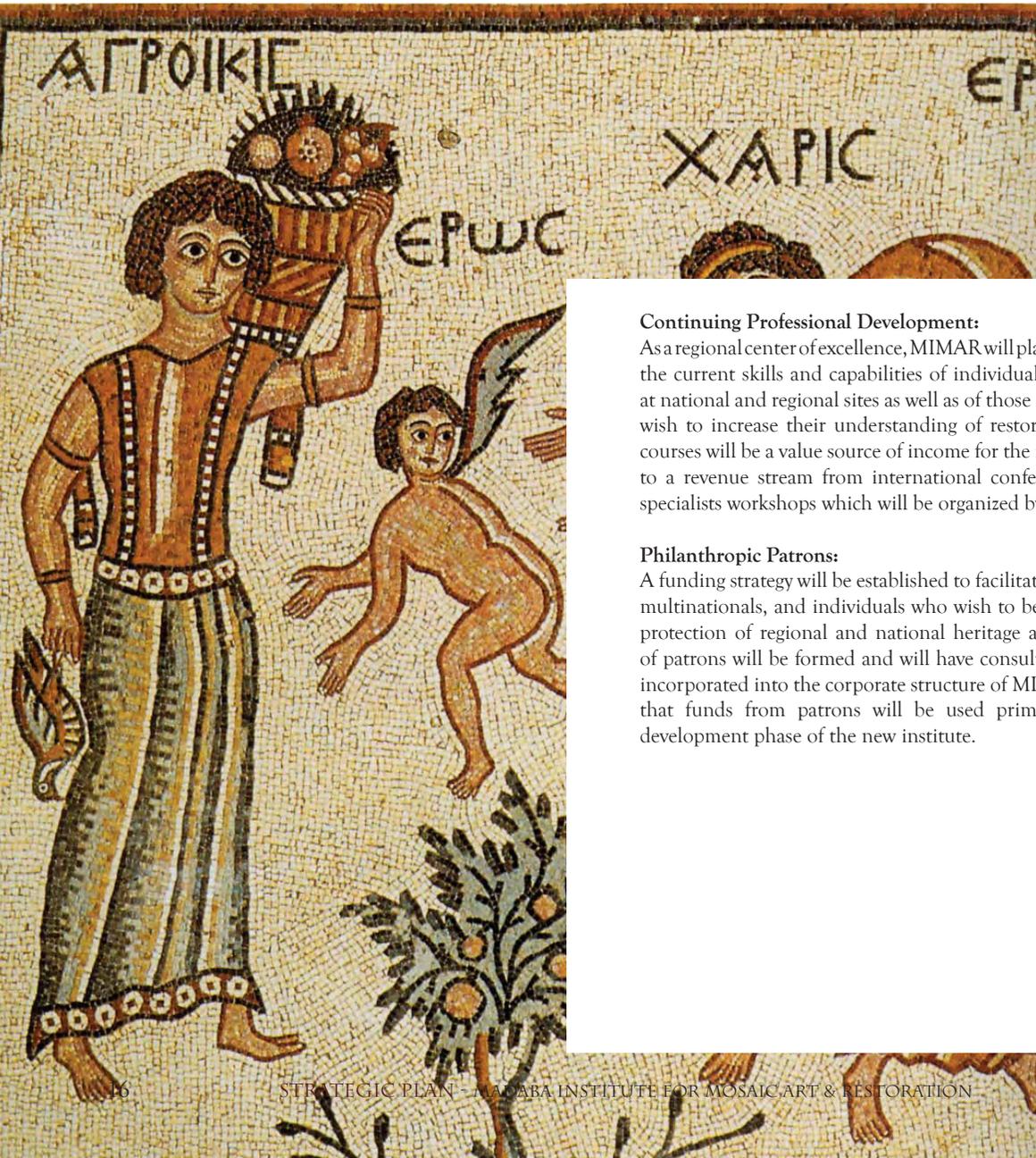
International Donor Agencies:

USAID Projects
Italian Government
Regional Governments

Fees from National Regional and International Students:

Fees can be a potentially substantial source of income at the undergraduate and professional development levels. Consequently as MIMAR will be the only institute of its kind in the Middle East it will attract students who wish to pursue specialist qualifications in mosaic restoration and conservation.





Continuing Professional Development:

As a regional center of excellence, MIMAR will play a role in developing the current skills and capabilities of individuals who are employed at national and regional sites as well as of those other specialists who wish to increase their understanding of restoring mosaics. These courses will be a value source of income for the institute, in addition to a revenue stream from international conferences, forums, and specialists workshops which will be organized by the institute.

Philanthropic Patrons:

A funding strategy will be established to facilitate large corporations, multinationals, and individuals who wish to be associated with the protection of regional and national heritage and art. Committees of patrons will be formed and will have consultative representation incorporated into the corporate structure of MIMAR. It is expected that funds from patrons will be used primarily in the capital development phase of the new institute.

STRATEGY SIX: STRATEGIC ALLIANCES

Develop a range of national, regional and international strategic alliances that will enhance the professional and academic status of MIMAR through accreditations, fellowships, and internships with provision of technical expertise consistent with the strategic focus and implementation of the institute business plan.

GOALS

S6.1 Formalize alliances with appropriate national, regional, and international archeological organizations.

SPECIFIC ELEMENTS OF THE GOAL

Strategic Alliances – National, Regional, and International

In terms of partnerships, the institute will seek to formalize linkages with appropriate national, regional, and international archeological organizations as follows:

Regional:

- West Bank Committee for the Promotion of Tourism in Jericho
- Syria General Department of Antiquities and Museums
- Lebanon University of Lebanon
- Jerusalem Institute Studium Biblicum Franciscanum

International:

Italy:	Mosaic Art School, Ravenna Istituto Centrale di Restauro, Rome Opificio delle Pietre Dure, Firenze
USA:	The Getty Institute
France:	Musee Archeologique Roman-en-Gel
North Africa:	University of North Africa- Tunisia

National:

Studium Biblicum Franciscanum
Yarmouk University
Al- Balqa Applied University
The Hashemite University
University of Jordan
Other Jordanian Universities

These relationships will be formalized through an MoU which will set out the joint obligations and benefits that will be determined over time. The institute will also seek membership and affiliation with the:
Society of American Mosaic Artists (SAMA)
British Association for Modern Mosaics (BAMM)
Association Internationale pour L'Etude de la Mosaïque Antique (AIEMA)

This will enhance the professional and academic status of MIMAR and will attract recognized experts as part of a panel of tutors who will lead a series of master classes and CPD programs on behalf of the institute.

STRATEGY SEVEN: PHYSICAL FACILITIES

It will be necessary to develop and implement a new faculty structure and facilities model for the institute consistent with its mission as a higher education and training center of excellence.

GOALS

- S7.1 Establish a new academic faculty, support services and structures
- S7.2 Implement a structural and capital development plan for the institute which will be physically featured around five key zones.

SPECIFIC ELEMENTS OF GOALS:

Academic Faculty and Support Services – Structures to Reflect Best Practice

It will be necessary to put in place a new academic faculty, support services and structures which will:

- Reflect international best practices in the field of mosaic art education, training and restoration.
- Prioritize the commitment to the principles of sustainability and success through designs, functions, and form.
- Provide an integrated model of academic, administrative, and support services which enhance efficiency and effectiveness, and utilize a highly qualified and competent, full and part time faculty, supported by a visiting team of experts and tutors.



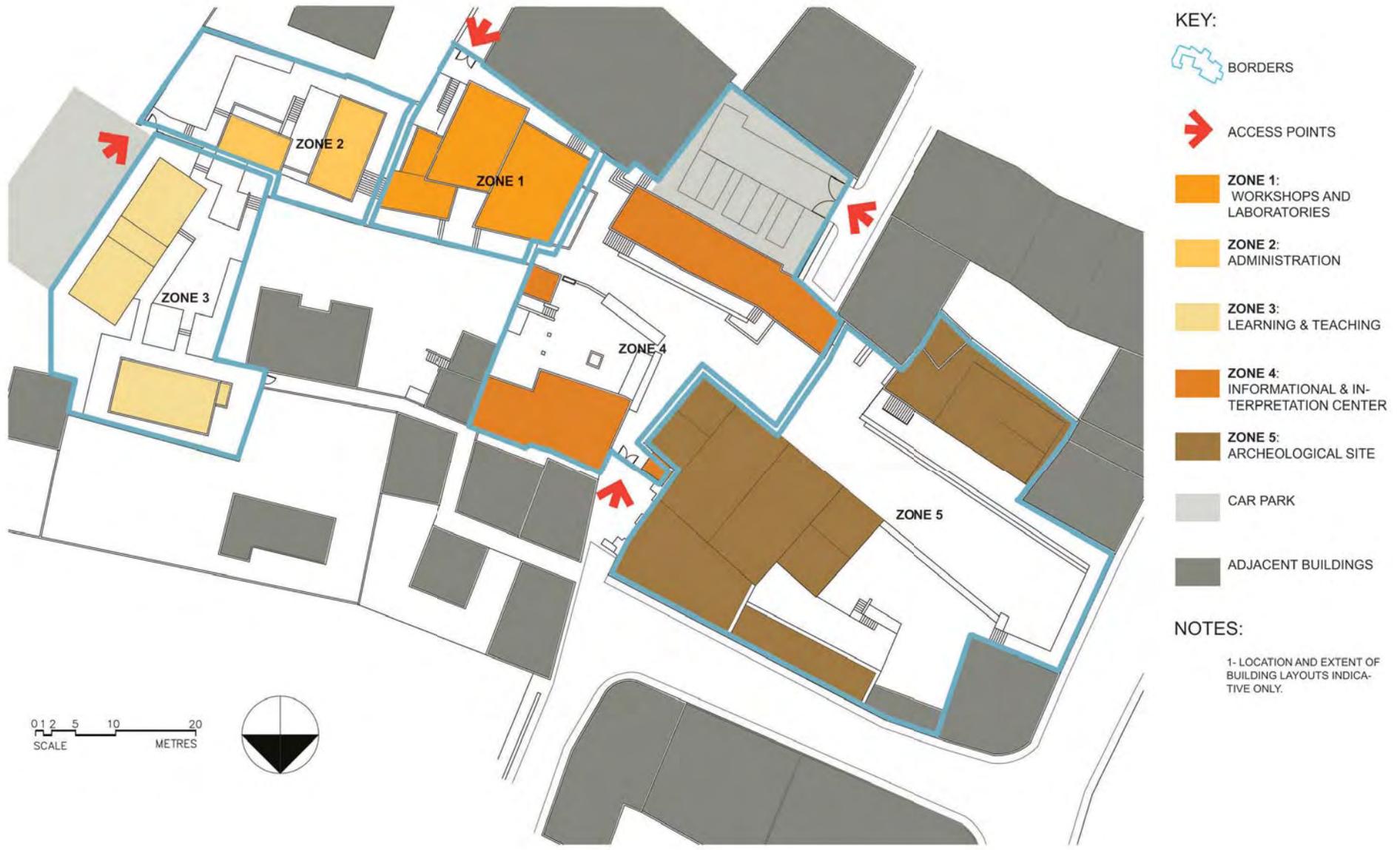


Figure 2: Zone Plan for Madaba Institute of Mosaic Art and Restoration



KEY ZONES

Structural and Capital Development Plan – Five Key Zones

A capital development plan will be implemented for the institute, which will be structured around five key physical zones, as illustrated in Figure 2.

Zone 1 - Education and Training Workshops

This zone will provide the practical training facilities of MIMAR and will be structured around the development of craft skills and technical related training programs. This facility will have state of the art equipment, support services, and the maximum and optimum use of technology. It will also provide adequate storage facilities appropriate for mosaic restoration, conservation, and production.

Zone 2 - Administration and Corporate Services

This zone will include student services, student admissions, and student records. It will also provide adequate services and facilities for the teaching faculty and there will be a central one-stop, one-shop facility for all administration matters relating to the institute, students, and the public.

Zone 3 - Teaching and Learning Facilities

This zone will have a wide range of training rooms, lecture halls, and conference rooms. All theoretical modules will be taught within this zone, which will serve as the main area for CPD programs,

specialist programmes, and master classes. It will have state of the art audio/visual facilities and will also be the location for occasional seminars, lectures, and meetings on issues associated with mosaics and Madaba.

Zone 4 - Information, Communication and Interpretative Center

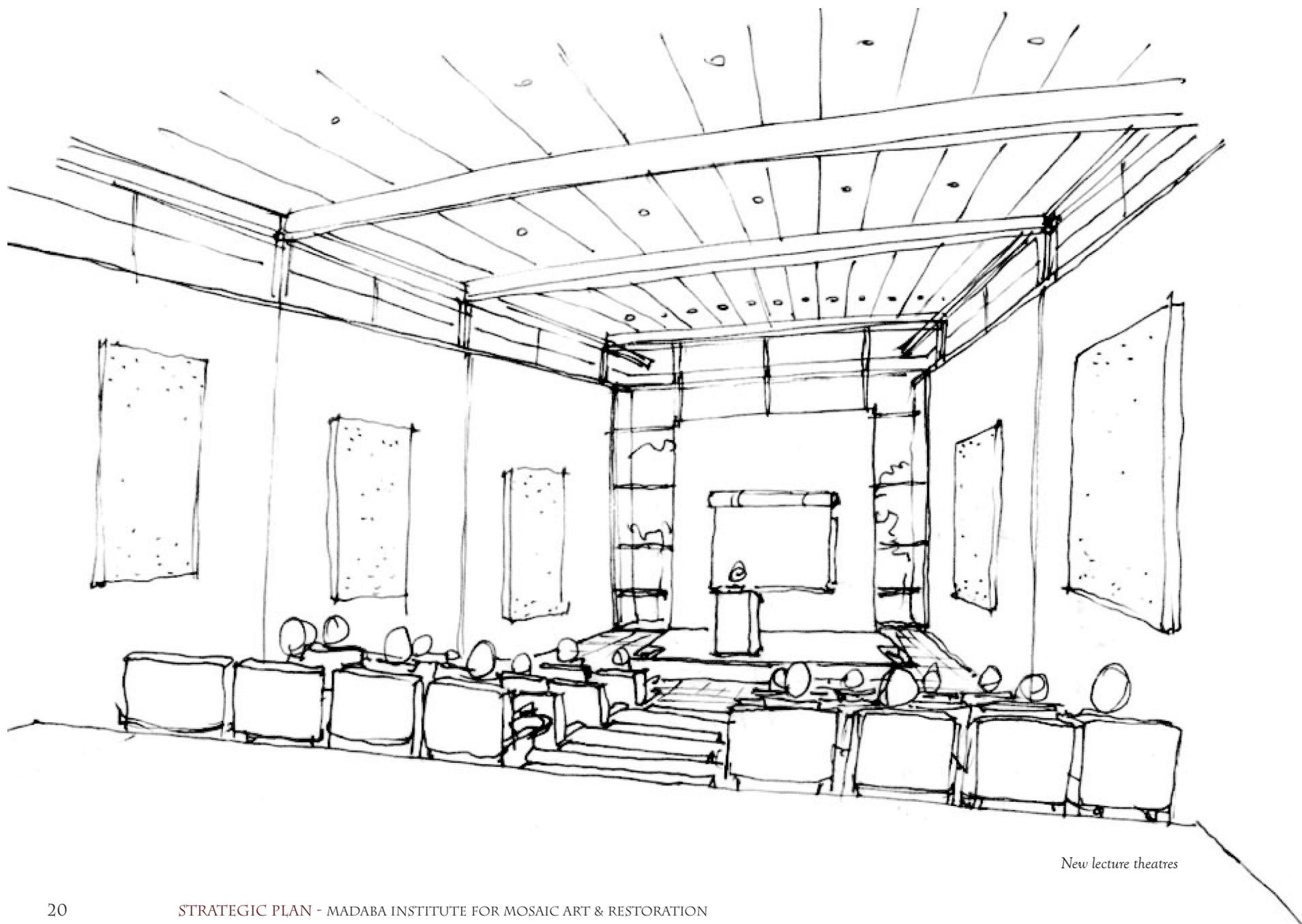
This zone will consist of a modern library which will be an up to date source of data for academics, students, and post graduates. The center will also have a national and international focus and will incorporate the traditional library with a media center that will optimize technology and will serve as a repository of information. It will also include archives, including photo graphics, which will be the foundation for preserving, managing, and disseminating the heritage of mosaics. In addition it is intended to develop a modern interpretative center within this zone, which will act as a mosaic historical museum, primarily for visitors, adding to the value of the Madaba Tourism Development Strategy.

Zone 5 - Technical Training Facility

This zone will integrate work-based training and experience into most education and training programs, particularly the two-year diploma and all specialist courses. This will include the existing architectural site and church, which will become a valuable source practical training and learning for students.



The role and function of these key zones will individually and collectively further the strategic direction of MIMAR and enhance the facilities available to students and those engaged in CPD programs, specialist practical courses, and workshops.



New lecture theatres

STRATEGY EIGHT: OUTREACH CENTERS

It is planned to develop the concept of outreach centers to provide on-site practical job-based training and mentoring. These centers will support the internship, practical, and specialist skills modules required within the range of educational and training streams.

GOALS

- S8.1 Seek designation of selected sites as outreach centers.
- S8.2 Provide support systems, capabilities, and facilities in these locations to enable them to be effective as skills-based training entities.
- S8.3 Formalize the procedures for designation of key sites in Irbid, Jerash, Umm Al-Rusas, Mukawar, Kerrak, Swefieh, Mt Nebo, and Petra. A further outreach training site will be allocated at the archeological site, adjacent to the institute in Madaba.

STRATEGY NINE: STUDENT RECRUITMENT

It is planned to launch a campaign, both nationally and regionally to recruit and select potential students for enrollment in the wide range of diploma and higher diploma programs, available through the institute beginning in 2007.

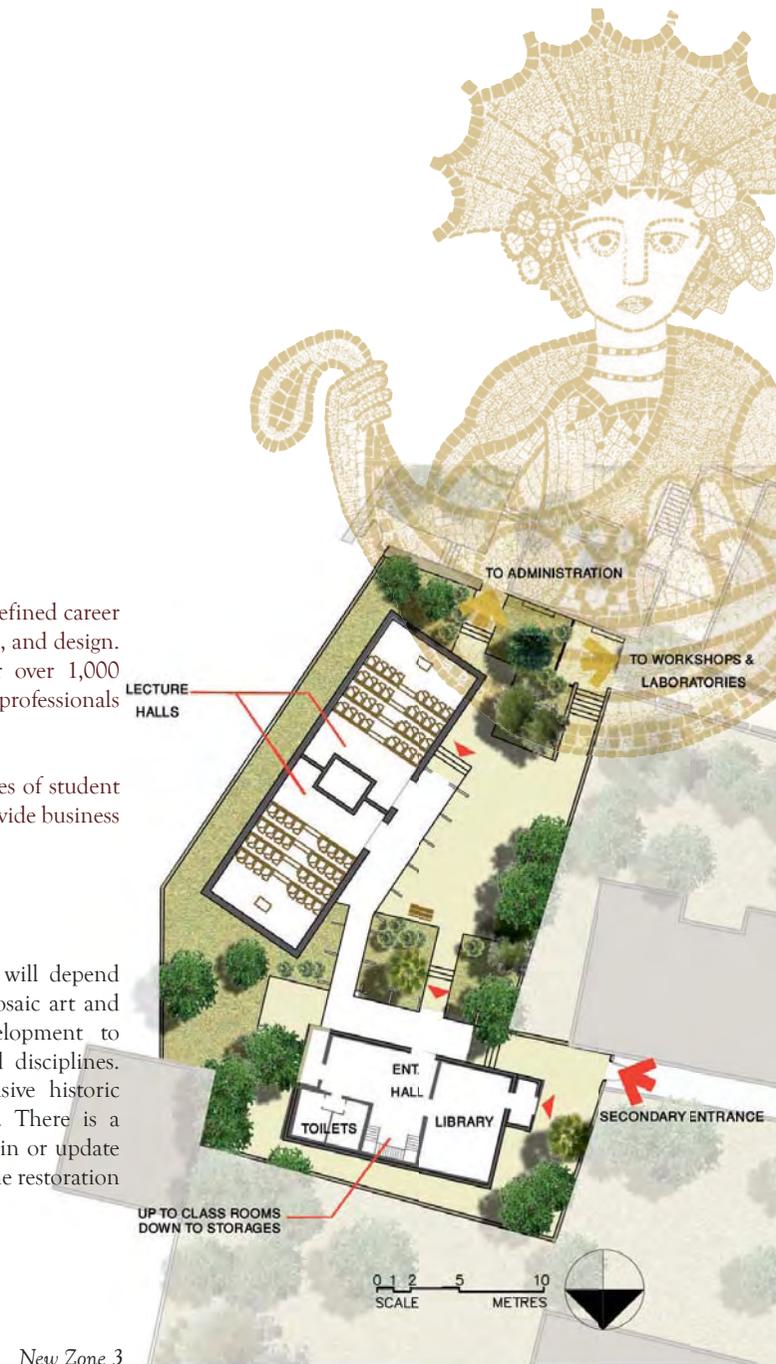
GOALS

- S9.1 Promote the mosaic artisan as a profession with defined career paths in mosaic and stone restoration, conservation, and design. Provide education and accreditation facilities for over 1,000 undergraduate and postgraduate students and professionals during the period 2007–2011.
- S9.2 Commission a feasibility study of potential sources of student accommodation in the Madaba area, which may provide business opportunities for new and existing enterprises.

SPECIFIC ELEMENTS OF THE GOALS

Potential Market for Students and Professionals

The success of the proposed four academic streams will depend on an active supply of students seeking careers in mosaic art and professionals seeking continuing professional development to update their knowledge and skills in the specialized disciplines. Many regional and European countries have extensive historic mosaic sites requiring restoration and conservation. There is a recognized interest from these countries wishing to gain or update specialized and scientific techniques in mosaic and stone restoration and conservation.



New Zone 3



STREAM 1 - DIPLOMA PROGRAM

There are on average 76,600 Tawjihi students graduating from schools each year. With a planned marketing and awareness campaign it is projected that 40 suitable, graduating students will be enrolled each year.

STREAM 2 - HIGHER DIPLOMA PROGRAM

Presently there are five university faculties specializing in architecture with enrollment of 1,200 students and five university faculties specializing in archaeology with enrollment of 430 students annually. The institute will seek to attract qualified postgraduate students for programs in mosaic and stone restoration, and conservation.

STREAM 3 - CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Short CPD programs or courses will attract an estimated 50 graduates each year. In addition, short courses will be offered to approximately 450 DoA staff members and other government staff, regional professionals and experts, and potential trainees from programs such as Billad All Sham II.

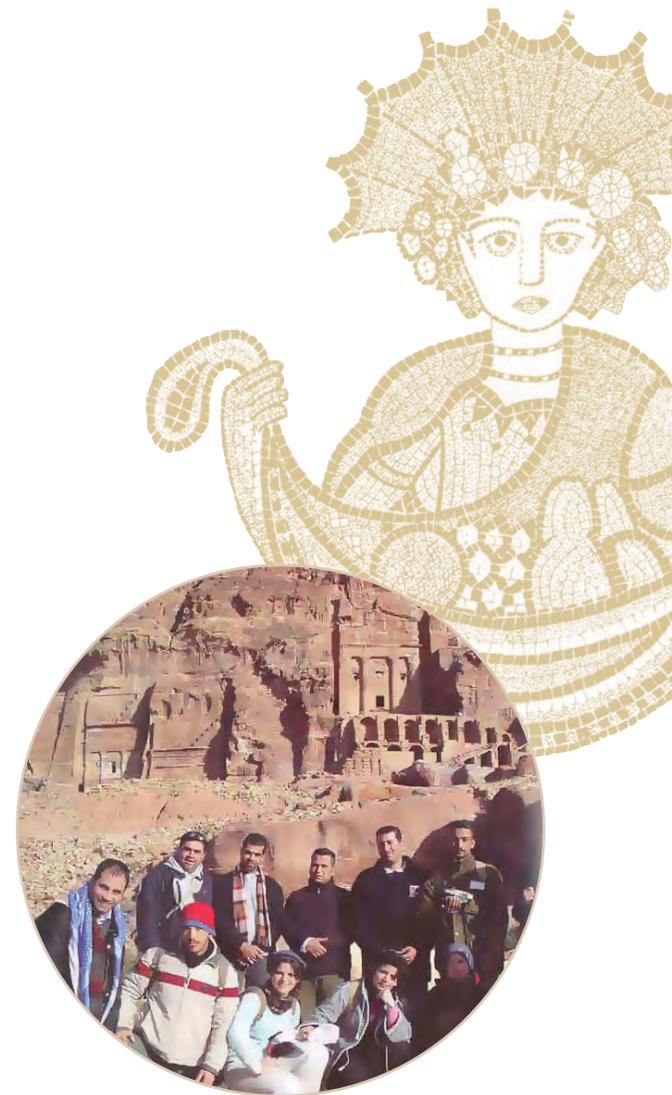
STREAM 4 - MASTER CLASSES

Experts, professional, academics, and artists in general will be sources of participants in this stream. The institute will be targeting on average 60 students annually.

Responding to market requirements suggests the institute will need to take account of the changing dynamics of the educational market and the demands of students for modern teaching and learning environments. It is equally apparent that at present, there are a limited number of international institutions or colleges offering programs in mosaic art and stone restoration. If the institute is to attract an international market it must ensure that it offers programs, faculty, facilities, library, and support facilities of the highest international standards. Table 2 outlines the students target markets, and projected intake across all streams.

STREAMS	TARGET MARKET	PROJECTED ANNUAL INTAKE	STRATEGIC PLAN THROUGHPUT
Diploma	Tawjihi - 76,660 Madaba Students	40	200
Higher Diploma	BA Architecture - 1,220 students BA Archaeology - 430 students	30	120
CPD	BA Architecture - 88 graduates BA Archaeology - 110 students Professionals - 450 Regional Professionals	100	450
Master Classes	Experts, Professionals, Academics, Artists, and General Public	50	230

Table 2: Student Targets and Graduates





STRATEGY TEN: STAKEHOLDERS

It is planned to facilitate and leverage the involvement of those key stakeholders who will enhance the status and credibility of the institute, and will be critical to its future success.

GOALS

- S10.1 Provide terms of reference for stakeholder involvement within three categories of participation, namely:
- 1) Government and the public sector
 - 2) Strategic alliances
 - 3) Corporate structure and governance
- S10.2 Formulate, where appropriate, MoU between the stakeholders and the institute to secure co-operation and joint-venture initiatives that further the strategic objectives of MIMAR.

SPECIFIC ELEMENTS OF GOALS

Stakeholder Participation

A stakeholder relationship matrix to this effect, with prescribed roles and links, is outlined in Figure 3.

A Memorandum of Understanding will be formulated between the stakeholder and the Institute to secure co-operation and joint-venture initiatives that further the strategic objectives of MIMAR.

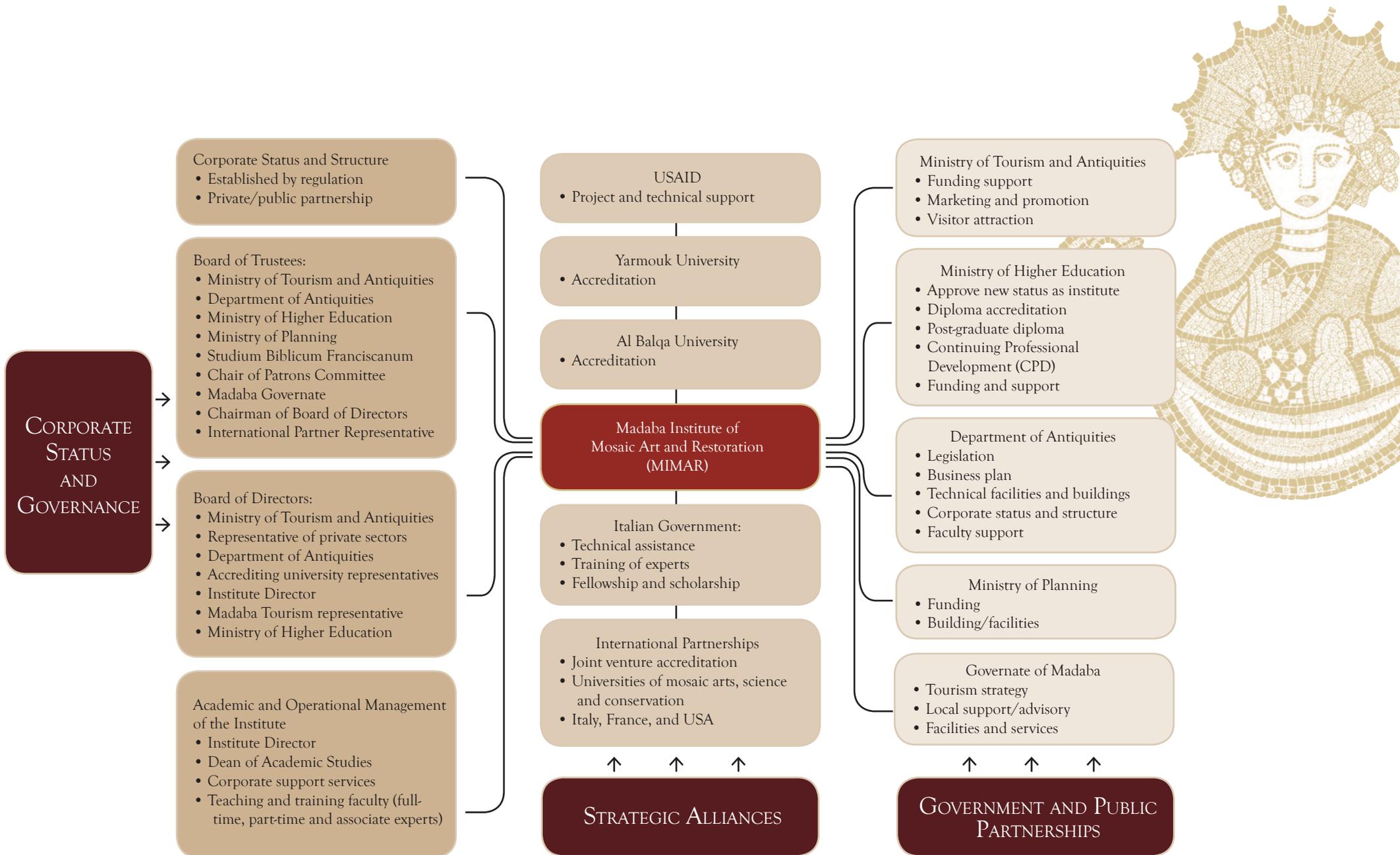


Figure 3: Stakeholders Relationship Matrix

KEY ACTIVITIES AND TIMELINES

KEY ACTIVITIES	2006					2007								
	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT
Confirm that MMS cease operations as a high school		•												
Agreements, accreditations, and strategic alliances	•	•	•	•	•	•	•							
Carry out renovation and construction					•	•	•	•	•	•	•	•	•	
New corporate structure and legal framework in place				•	•									
Executive and support staff appointments								•						
New curriculum and courses designed and approved									•	•				
Accreditation partnership and MoU agreed						•	•							
Faculty appointments confirmed												•	•	
Open as new institute (MIMAR)													•	
Institute is operating as MIMAR, new courses commence														•

Table 5: Key Activities and Timelines