

# Paul Jurmo, Ed.D.

## **Basic Skills for Development**

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## **OBJECTIVE**

Educator seeking projects related to basic education for workforce and social development

## **STRENGTHS**

- Experienced, innovative, and accomplished leader in basic education for development.
- 40+ years in international (6 years in Africa and 5 in Pacific) and U.S. projects.
- Uses collaborative approach to developing effective learning systems to help adults, youth, and children succeed in academic and real-life (work, family, and civic) roles.
- Expertise in needs assessment and planning, research and evaluation, policy development, curriculum design, professional development, partnership building, program management, and fund development.
- Special interests in:
  - working with diverse learners and communities;
  - tying basic education to economic security and career advancement for multiple industries, health and environmental education, and prisoner re-entry;
  - use of active learning methodologies;
  - appropriate uses of digital technologies;
  - leadership development.
- Strong writing skills, having authored dozens of evaluations, policy and planning documents, funding proposals, curriculum resources, and research papers.
- Doctorate in international education (University of Massachusetts at Amherst) with special focus on literacy education and evaluation.
- Expertise in video, web site design, photography, and desktop publishing.
- Spent much of 2018-2019 living in five African countries, conducting research on education for integrated development and writing ten related publications.

***Please visit [www.pauljurmo.info](http://www.pauljurmo.info) for sample publications. A more-detail resume is available on request.***

## PROFESSIONAL EXPERIENCE

### Consultant on Basic Education for Development: November 2017- Present

#### Recent projects (2021)

- Preserved digital publications of former Council for Advancement of Adult Literacy, National Commission on Adult Literacy, National Council for Adult Learning;
- Provided technical assistance to national adult literacy organization;
- Submitted two articles on Gambian and Cuban adult literacy initiatives to international adult education journal;
- Wrote "Basic Skills for Community-Oriented Development" (published by ProLiteracy), summarizing the "why and how" of creating basic skills education supports for adults, youth, and children in developing countries that are integrated with other development initiatives;
- Submitted adult education policy recommendations to U.S. Senate's Health, Education, Labor, and Pensions Committee;
- Participated in "Re-Imagining Adult Education" Work Group and Evidence-Based Adult Education System Task Force of Open Door Collective;
- Wrote "A Different Way: Reorienting Adult Education to Democracy and Social Justice" white paper (published in April 2021 by ProLiteracy);
- Wrote article for the March 2021 Labor Studies Journal about a union-based work-related basic education program for transit workers in New York City;
- Co-led series of webinars for the Open Door Collective on how adult basic education can work with health, social justice, and environmental organizations;
- Served as Chair of the Labor and Workforce Development Issues Group of the Open Door Collective;
- Provided technical assistance and fund development to national adult learner leadership organization, VALUEUSA;
- Co-presented Pro-Literacy webinar on contextualized approach to adult literacy education;
- Worked with a multi-stakeholder team to submit funding proposals for development projects in Ethiopia;
- Contributed artifacts and writings and provided technical assistance to newly-launched Museum of the Peace Corps Experience in Washington, DC;
- Organized unpublished and published documents from U.S. and international adult literacy efforts for donation to two university-based educational archives.

#### Projects in 2018-2020

- Wrote "Forum" article for Fall 2020 Adult Literacy Education International Journal, outlining a strategy for creating adult basic skills development systems that are more inclusive, relevant, efficient, and sustained;

- Co-wrote September 2020 Research Brief for ProLiteracy on how “contextualization” has been interpreted in the U.S. adult basic skills field since the 1970s;
- Created a video of a “get out the vote” walk in southeast Washington, D.C.;
- In summer 2020 co-wrote report for an Ethiopia-based organization summarizing results of its recent study about the readiness of Ethiopians to respond to COVID-19. Included recommendations for an integrated initiative of health, education, workforce development, and social cohesion-related services;
- Co-wrote concept paper for distance learning demonstration project to enable U.S. adult literacy program students to continue learning during the COVID-19 pandemic;
- Completed nine documents on adult basic education for economic security for the Open Door Collective (<http://www.opendoorcollective.org/workforce-basic-skills-resources.html>);
- In addition to chairing ODC's Labor and Workforce Development Issues Group, participated in ODC groups related to public health, older Americans, and research. Also participated in research committee of Barbara Bush Foundation for Family Literacy;
- Prepared funding proposals for two literacy programs;
- Edited documents and website content for development organization in East Africa;
- Helped Jobs for the Future analyze employee education needs and identify on-line curriculum resources, laying foundation for a national workplace education initiative for the logistics industry;
- Wrote a case study for UNESCO on the national literacy reform program in Tonga;
- Wrote article for Worldview Magazine on strategies used by successful Peace Corps Volunteers in Tongan literacy project;
- Provided resources on Gambian farmer literacy project to Returned Peace Corps Volunteer Archive at American University and John F. Kennedy Library in Boston;
- Organized and participated in on-line discussions hosted by the U.S. Department of Education's LINCS resource system related to (a) how U.S. basic skills programs can respond to the opioid crisis and (b) how prisoner re-entry services can work with adult basic skills programs;
- Participated in advocacy efforts at U.S. Congress organized by the National Peace Corps Association;
- Spent much of 2018-2019 living in five African countries, conducting research on education for integrated development and writing many of the above-described publications.

Peace Corps/Tonga (October 2012 to October 2017): As Director of Programming and Training and part-time Country Representative, led post's English Literacy Project to help Tonga modernize its literacy education system. Prepared a series of technical notes and videos describing innovative practices developed in the project. (Visit <https://pauljurmo.info/writings%3A-international> .)

Consulting/Advising (Summer 2010 to Summer 2012)

- World Education (Zimbabwe, Fall 2011 and Spring 2012): Helped Children First program develop a non-formal education for out-of-school children.
- American Institutes for Research (Winter 2011 – Summer 2012): Helped large employer prepare workforce development strategy; provided input into funding proposal related to workforce education.
- MPR Associates (Summer 2011 - Present): Advised on "Support for States' Employability Standards in Career Technical and Adult Education" project.
- California Family Life Center (March 2012): Prepared funding proposal.
- Adult Basic Education and Literacy Journal (Spring-Summer 2011): Wrote two articles on workforce education for the November 2011 issue.
- ProLiteracy USA (Fall 2011): Helped plan capacity building strategy for adult literacy specialists worldwide.
- Academic Advisor (Spring 2012): Advised master's degree student on thesis related to educational technologies for lower-skilled adults.
- John J. Heldrich Center for Workforce Development, Rutgers University: Researched skills of public transit employees for National Transit Institute.
- LINCS Workforce Competitiveness Collection: Advised national on-line resource collection operated by U.S. Department of Education.

Union County College, New Jersey (2005-2010): As Dean of Economic Development and Continuing Education, led college division providing non-credit services to over 20,000 individuals annually. Initiated career pathway systems for eldercare, transportation/ logistics/distribution, retail, and green jobs; integrating simple computer technologies into work-related basic skills curricula; innovative training for adult educators; a county-wide prisoner re-entry initiative; an encore careers program for older career changers; a career readiness program for older adolescents; and a county-wide workforce learning system.

New York University, Rutgers University, New School University, City University of New York (1992 to 2006): As Adjunct Professor, taught twelve undergraduate and graduate courses related to adult basic skills education.

Transport Workers Union, New York City (2002-2005): Helped establish a \$10 million education initiative for 35,000 New York City subway and bus workers, focusing on occupational test preparation and math for electronics repair.

New York Immigration Coalition (2004-2005): Prepared policy paper on education needs of adult immigrants and non-immigrants in City.

John J. Heldrich Center for Workforce Development, Rutgers University (2003-2004): Prepared handbook on how workforce staff can serve adults having limited English literacy. Evaluated "literacy labs" in One Stop Career Centers.

National Research Council (Summer 2004): Gave input into standards for the National Adult Literacy Survey.

U.S. Department of Education (Fall 2003): Prepared policy paper on work-related adult basic skills presented at international conference.

Consortium for Worker Education in New York City (Summer 2000 to March 2003): Deputy Education Director responsible for program planning, overseeing a 10-person staff, curriculum design, and staff development for teachers in this city-wide network of union- and community-based adult education programs serving 50,000 adults annually. Supported special program for 500 unemployed garment workers who lost jobs after the September 11<sup>th</sup> attack.

Learning Partnerships (1991-1999): Director of small non-profit that carried out multiple innovative projects (for ABC CANADA, U.S. Department of Education, VALUEUSA, and other clients) related to workforce basic education, program evaluation, and leadership development.

Business Council for Effective Literacy (New York, 1984-90): Senior Program Associate at this national foundation promoting corporate and government support for adult literacy education.

Co-Operatives Department, The Gambia (1982-83): As Literacy/Numeracy Advisor (with US-AID funding), helped run national farmer numeracy program.

Community Development Department, The Gambia (1976-79): As a Peace Corps Volunteer, served as Functional Literacy Advisor to help launch and run a 21-village national adult literacy pilot program under UNDP funding.

## **EDUCATION and TRAINING**

- University of Massachusetts at Amherst: Ed.D. in International Education, with focus on adult literacy and evaluation (1987).
- Boston University: M.Ed. in Social Education (1977).
- University of Michigan at Ann Arbor: B.A. in English (1973)
- National Institute for Literacy: Year-long National Literacy Leader Fellowship (1996) and additional training on Equipped for the Future model of adult literacy education (1998-2000).
- Rutgers University: Year-long fellowship in John J. Heldrich Leadership Institute on Workforce Development (1995).
- Peace Corps: Trained in programming, training, administration, and security (2012-2017).
- Training and mentored experience in website design, desktop publishing, and uses of digital video and audio recording and photography.

## **PUBLICATIONS**

Articles, research and evaluation reports, guidebooks, curricula, and other documents on various aspects of basic education for development (available at [www.pauljurmo.info](http://www.pauljurmo.info) )

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