



## The World Bank

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT  
INTERNATIONAL DEVELOPMENT ASSOCIATION

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Minister of Planning and International Cooperation  
Ministry of Planning and International Cooperation  
Amman, the Hashemite Kingdom of Jordan  
(Transmission by fax: 962-6-464 2751)

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**JORDAN: Education Reform for Knowledge Economy-I (Ln. 7170-JO)**  
**Supervision Mission, November 13-22, 2006**

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Excellency:

I would like to thank you for the welcome and support given to the recent ERfKE supervision mission in Amman, and to commend you on the excellent level of organization and planning that made the mission a success. Please find attached the Aide Memoire for the mission.

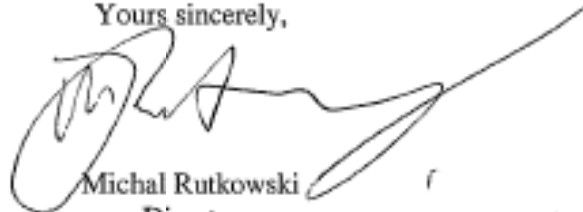
Overall, implementation of the ERfKE Program is progressing very well and significant strides have been made on most fronts in the period since the mid-term review in January 2006. Indicators of the substantial progress include: (i) the roll-out of the new curriculum, as well as the development of new textbooks, new assessment techniques; (ii) expansion of access to, and the use of, information communication technologies and e-learning material for both learning and management; (iii) the ambitious school construction and extension program which is progressing well and on track; (iv) the expansion of access to early childhood education which has already met its access targets; (v) the publication and wide distribution of the National Education Strategy; (vi) the completion or near-completion of a number of key M&E benchmarking studies and specialized evaluations; and (vii) a second round of School Innovation Fund allocations.

While progress has been remarkable in almost all respects the mission identified some critical building blocks – specifically those dealing with developing the requisite organizational, institutional and administrative structures and capabilities in MOE – which are lagging behind, and if not addressed can be the “Achilles heel” of the reform program. In particular more rapid progress on the institutional development and change management that was envisaged in Component I is needed, including the staffing and launching of the Policy and Strategic Planning Unit in MOE.

I also note that initial discussions were undertaken regarding the possible areas of focus of the proposed ERfKE II project, and some agreement reached on some preparatory studies that could help to prepare the groundwork for this.

Once again I would like to thank you for the excellent support and leadership you have provide to the project, and look forward to ongoing collaboration in the interests of education in Jordan.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Michal Rutkowski', with a long horizontal flourish extending to the right.

Michal Rutkowski  
Director  
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**Attachments:**

- Aide-Memoire
- Annexes 1 to 4

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## **THE HASHEMITE KINGDOM OF JORDAN**

### **Education Reform for the Knowledge Economy I (LOAN NO. 7170-JO)**

**World Bank Supervision Mission, November 13-22, 2006**

#### **Aide-Memoire**

#### **I. INTRODUCTION**

1. A World Bank team composed of Peter Buckland (Task Team Leader), Haneen Sayed (Human Development Coordinator), Ghassan Alkhoja (Senior Information Officer), Roger Pearson (Education and Training Specialist), Vincent Greaney (Assessment Specialist), Mary Erning Young (Lead Education Specialist), Diana Masri (Financial Management Specialist), and Lina Fares (Procurement Specialist) visited Jordan from November 13-22, 2006, to undertake the supervision of the Education Reform for the Knowledge Economy (ERfKE) Project.
2. The objective of the supervision mission was to assess progress in implementation since the Mid-Term Review in January 2006, identify issues and risks, and offer recommendations to address them. The mission also reviewed the current implementation plan (including procurement and budget) against the original plan.
3. The mission met with key counterparts and stakeholders and wishes to thank them all for their time and efforts. We wish to particularly thank H.E. Dr. Khaled Toukan, Minister of Education and Higher Education and Scientific Research; H.E. Ms. Suhair Al-Ali, Minister of Planning and International Cooperation (MOPIC); H.E. Dr. Munther Masri, President of the NCHRD; Dr. Tayseer Al-Naoimi, Secretary General (MOE); Dr. Ahmed Battah, Secretary General (MOE); Managing Directors and Directors of the directorates in MOE; donor representatives, among others. The mission also undertook visits to a number of schools, and participated in meetings with various ERfKE implementing agencies and the Jordan Education Initiative (JEI). The mission wishes to particularly thank the Development Coordination Unit (DCU) Director and staff for their tremendous efforts in preparing for the mission and providing vast amounts of timely and very useful information.
5. Section II provides a summary of overall progress and issues, followed by more detailed analysis of key individual components with a discussion of issues and recommendations arising from the mission. Sections III and IV review the procurement and financial management situation. A brief section on Donor Coordination meeting concludes the Aide Memoire.

#### **II. OVERALL PROGRESS AND MAIN ISSUES**

6. **Overall, implementation of the ERfKE Program is progressing very well and significant strides have been made on most fronts in the period since the mid-term review in January 2006.** The success the program has achieved over the past three years has led to an unprecedented and accelerating pace of reform in the Ministry of Education (MOE) and in the education system at large. Indicators of the substantial progress include: (i) the roll-out of the new curriculum, as well as the development of new textbooks, new assessment techniques; (ii) expansion of access to, and the use of, information communication technologies and e-learning

material for both learning and management; (iii) the ambitious school construction and extension program which is progressing well and on track; (iv) the expansion of access to early childhood education which has already met its access targets; (v) the publication and wide distribution of the National Education Strategy; (vi) the completion or near-completion of a number of key M&E benchmarking studies and specialized evaluations; and (vii) a second round of School Innovation Fund allocations.

7. According to the Bank's system, US\$61.38 million of the Loan amount has been disbursed as of October 31, 2006, thus increasing the disbursement rate from 29% as at December 31, 2005 to 51% as of the mission's date. Amount remaining to be committed under the loan amounted to US\$42.13 million as of October 31, 2006.

8. **While progress has been remarkable in almost all respects there are critical building blocks** – specifically those dealing with developing the requisite organizational, institutional and administrative structures and capabilities in MOE – which are lagging behind, and if not addressed can be the “Achilles heel” of the reform program. The accelerating pace of reform in curriculum development, training and learning assessment which has engaged most of the attention of the MOE management over the past three years is now creating additional pressures to spur progress on institutional development and building capacity for policy and strategy development. The MTR aide memoire included an extensive discussion and set of recommendations related to the above which remain relevant today.

9. **The major issues and recommendations emerging from this mission include:**

- Much more rapid progress on the institutional development and change management that was envisaged in Component I is needed, including the staffing and launching of the Policy and Strategic Planning Unit in MOE. The requisite technical assistance for this component, which is being provided by BearingPoint, is not yet fully in place. It is critical that BearingPoint, with MOE, aggressively ensure that this component gets off the ground as soon as possible. *The MOE should urgently follow-up with Bearing Point to ensure that the technical expertise required to expedite progress on Component One is appointed without further delay. Should the appropriate appointments not be possible within the next three months, the MOE should discuss with CIDA the possibility of sourcing this expertise from outside of Canada, possibly using the CIDA Trust Fund.*
- Attention needs to be paid to the impact of the reform on teachers. Specifically, attention should be paid to the need for more and better teacher training and mentoring, their acceptance of the reform, overall workload, and (financial and non-financial) incentives they face. *As recommended in the MTR aide memoire, a study on teacher perceptions, receptivity, understanding and incremental workload should be conducted as soon as possible.*
- Leadership and succession planning in MOE (central and directorate levels) is needed to sustain the reform effort as pointed out in the MTF aide memoire. Though there is a critical mass of policymakers in MOE today who understand and are spearheading the reform effort, this critical mass is vulnerable to any small movements of staff. In addition, at the directorate levels, significant leadership development is needed. *The MOE should expedite finalization and implementation of the leadership development program at senior and directorate levels to deepen the pool of executive and management level expertise in the Ministry.*

## **Education Reform for Knowledge Economy Program II (ERfKE II)**

10. The mission held preliminary discussions with MOE on the next phase of support for Jordan's education reform for the knowledge economy – ERfKE II. The mission confirmed the World Bank's continued commitment to supporting Jordan's education reform as agreed to in the 2006-2009 Country Assistance Strategy (a tentative loan amount of US\$60 million is programmed to begin January 2009). The MOE is keen on beginning early preparation so that there is no gap between the end of ERfKE I (December 2008) and the beginning of the next phase.

11. The main focus of ERfKE II would be to deepen the institutional and pedagogical reforms started in ERfKE I, as well as to address certain areas not covered under the current phase of the reform. The former includes deepening reforms related to: (i) institutional change in MOE including capacity building and taking into account the need for gradual decentralization of the education system; (ii) curriculum, assessment, and training; (iii) development and use of learning resources and e-learning content; among others. In addition, MOE expressed the need for additional construction of schools to address continued enrollment pressures, as well as KGs to expand enrollment at this level. Additional areas discussed included support to reform of the vocational education sector, education for children with special needs, and a more comprehensive look at teacher training and incentives. The MOE also expressed interest in support for centers of excellence (KGs, sports, gifted children, etc.)

12. In preparation for the above, a set of key underlying studies/analytical pieces should be conducted over the next 1 to 1 and ½ years. An indicative list of studies includes: (i) a school planning study which assesses the utilization of existing facilities, the consequences of enrolment growth (using new population census data) on future needs for school construction, and simulating various cost-effective ways of expanding capacity over the next 5-10 years; (ii) a teacher utilization study; (iii) finalization of an action plan for reform of the vocational education sector (using the National Agenda as a starting point); (iv) a financing of education study, among others. *The mission recommends that MOE begin preparation of TORs for these studies and provide them to the Bank for comments.*

13. In addition to the above studies, it is recommended that the results from the M&E studies be utilized to underpin the objectives/design of the next reform phase of ERfKE II. The mission also discussed the possible use of a SWAP (sector-wide) approach for ERfKE II coupled with use of country systems for fiduciary aspects. Over the following months, the Bank will undertake further discussions around ERfKE II with the Government, as well as with other donors.

## **III. Project Implementation Status: Progress, Issues, and Recommendations**

14. This section of the Aide Memoire provides a summary of progress for each of the project components, together with a discussion of issues and recommendations arising from the mission.

### **COMPONENT I: Reorient Policy Objectives and Strategies through Governance and Administrative Reform**

15. This component comprises five sub-components designed to build on output from the education sector Vision Forum, and formulate an integrated strategic plan that would guide the

reform process, while also developing the requisite organizational and administrative structures, tools and mechanisms.

## **1.1 National Education Strategy and Public Relations Campaign**

***Expected Output:** A National Education Strategy, outlining core goals and strategies for further development of the education sector in Jordan, has been developed and distributed to all stakeholders. A public relations campaign has been initiated in order to create a broad-based understanding of future directions in education and its role in social and economic development."*

### ***Progress and Achievements – National Education Strategy***

16. **The National Education Strategy has been finalized and adopted, and printed and widely distributed throughout the country.** It provides a broad strategic vision around which policy development and strategic planning can build, and is presented in attractive and accessible form in both English and Arabic, and in executive summary and full text versions. At least two workshops have been held to further disseminate the NES to stakeholders (a third workshop is scheduled for December 20, 2006). The purpose of the workshops is outreach and to gather feedback, as well as to inform stakeholders as part of the Public Relations Campaign.

### ***Issues and Recommendations- National Education Strategy***

17. **There are two important requirements for the NES to make its optimum contribution to the process of reform.** They are: (i) rapid implementation of the public relations campaign to ensure that public awareness of, understanding of and commitment to the reform is built as rapidly and comprehensively as possible; and (ii) the development and implementation of a roadmap for the management and institutionalization of policy and strategic planning and change processes necessary to support the implementation of the strategy. Some progress has been made to meet each of these requirements, but intensive effort is required in both areas to ensure that the momentum generated by the strategy is not lost.

### ***Progress and Achievements – Public Relations Campaign***

18. **The design of the PRC is complete and is now moving to the implementation stage.** The consultant undertaking the design of the PRC (PADECO) completed the study in May 2006. The study provided a set of core messages based on detailed stakeholder surveys. The design report presented various options for consideration by MOE, as well as various channels for delivering the PRC. Internally, MOE revised the structure of the PRC Steering Committee, which is now chaired by the Secretary General for Technical Affairs, and has now assigned an activity coordinator on a full-time basis (started November 1, 2006). In addition, the DCU has now recruited (August 2006) a full-time communications officer, who is expected to play a key role in future PRC activities. The steering committee approved the final implementation plan for the PRC, which is expected to be launched mid-December 2006.

### ***Issues and Recommendations***

19. **While progress has been made in this activity, the mission notes that it remains substantially delayed.** The initial goal was to have implementation commence at the start of the 2005-2006 school year (coinciding with the roll-out of the first set of revised curricula). However, the implementation is now expected to start around January 2007 (half-way into the

2006-2007 school years). Within the implementation framework, design options for posters and brochures have been created, and a website is currently under development. However, a clear articulation of implementation mechanisms and timeframe has not been completed (i.e. final core messages, media formats, multimedia production specifics, etc.). While the MOE has taken important institutional steps since the January 2006 MTR, the mission reiterates its concerns at the delays in this activity and *recommends that the MOE: (i) accelerate the launch of the PRC across multiple media channels as soon as possible; (ii) depart from relying only on traditional approaches to communications (i.e. static posters, brochures); and (iii) identify external resources to bring new and innovative thinking towards implementation of the PRC.* It is expected that implementation will cost about US\$350,000, to be financed from the World Bank contribution to ERfKE.

## 1.2 Organizational Review and Development

*Expected Output: "An assessment of the governance, planning, administrative structures, and procedures necessary to achieve the goals outlined in the National Education Strategy has been completed. Organizational and regulatory re-alignments have been initiated together with the required levels of staff professional development".*

### *Progress and Achievements*

20. While there has been progress in some elements of this component, development and operationalization of this component remains seriously delayed. Unless substantial progress is made on accelerating implementation, this could serve as a significant drag on the important process of deepening and institutionalizing the reform. There is notable progress in the development and planned pilot testing of results oriented budgeting. Training aspects of the Leadership Program has completed first stage of implementation. There has been progress in training for gender mainstreaming and systematic review of key program documents from a gender perspective. Progress has been made in the design of a performance management program that will be piloted in two field directorates.

### *Issues and Recommendations*

21. There is a critical need for a more integrated approach to implementation of this component, with better alignment of the initiatives with progress in the institutionalization of capacity to implement these far-reaching elements of the reform program. The key institutional mechanism for this is the proposed Policy and Strategic Planning unit. The institutional framework for this unit has been through various iterations, the latest development being the requirement by the government that all ministries establish a directorate for Policy and Institutional Development. In planning the establishment of this capacity the MOE should review the options in terms of the relationship of the new unit to existing elements in the system, such as the Managing Directorate of Educational Planning and the Managing Directorate of Educational Research and Development. Given the difficulties already experienced in the recruitment of suitably skilled and experienced staff for this function, *it is recommended that the MOE should move rapidly to finalize the institutional form and staff the proposed policy and strategic planning unit, using an incremental approach with a small core staff and gradual incorporation of the existing planning and research capacity in the Ministry. The Ministry should also plan a capacity-building strategy for the core staff of the policy and strategic planning unit that could involve extended secondments and/or twinning with established institutions in other countries.*



22. **With regard to results-based budgeting the Ministry of Education has made significant progress with the design and implementation of the pilot.** As of the mission's date, the Directorate of Education Planning has (i) revised the ministry program structure to focus on the outputs of the budget, (ii) displayed both governorates and districts in the program activity structure, (iii) revised its chart of accounts to include the functional and geographic classifications and (iv) prepared the ministry's first performance-based budget for 2007. The Ministry has also been conducting training sessions for MOE personnel and personnel from 14 pilot schools on estimate preparation with the intent of familiarizing the staff with this new budget system.

23. While the Ministry is preparing next steps to establish an M&E system for assessing expenditures and guiding the directorates and schools to implement this system, **the Mission raised some concerns about how this pilot will fit within the government's budgeting plans.** The Ministry of Education is still required to send traditional budget requests and monitor its budget according to existing procedures. *The mission recommends that the Ministry discuss with the GBD the government's next steps and plans with respect to the implementation of the results-oriented budget system and prioritize its next steps with regard to results oriented budgeting accordingly.*

24. Similarly, there is a need for more careful alignment of implementation of results-oriented budgeting, performance-based management upon which it must build, and leadership development and capacity building required to manage the process at each level of the system. The field directorates' pilot provides an important opportunity for testing and reviewing the operational and implementation dimensions. However, at the policy and strategic level, this alignment should be provided by the policy development and strategic management framework, and its operational implications articulated in a change management strategy. *The mission recommends that the Ministry expedite development and introduction of performance-based management, leadership development and capacity building required to manage the process at each level of the system to better align it with the results-oriented budgeting.*

### 1.3 Establish an Education Decision Support System (EDSS)

*Expected Output: "Building on the Education Management Information System, an EDSS has been developed, that would facilitate policy analysis and decision making. An appropriate organizational unit has been established and staffed with personnel having the required levels of professional and technical expertise."*

#### *Progress and Achievements*

25. The consultant undertaking the EDSS assessment and design, GOPA, resumed work in September 2006, after having augmented the team with more relevant skills, as requested by MOE. Currently, GOPA is finalizing the EDSS Design Report, and is expected to deliver a draft report to MOE by mid December 2006. The deliverables will also include a training and capacity building plan. As indicated in the World Bank January 2006 MTR mission, the EDSS implementation was being rescheduled to ensure that MOE has the main building blocks needed prior to further investments in an EDSS. The critical building block that is needed is the Education Management Information System (EMIS). The existing MOE EMIS was deemed to be unsuitable beyond the provision of school and system statistics, and as such MOE decided to engage ITG Solutions (using the EduWave brand) to undertake a pilot for building an EMIS that would be linked with a school-based information system (SIS).

## Issues and Recommendations

26. **GOPA's scope of work is being revised to provide expert technical advice to the MOE on EMIS design/development.** The MOE and ITG have undertaken a pilot roll-out for a SIS for three directorates in Jordan (Amman 1, Irbid 2, Al-Qasr). It was, however, noted that work on the related EMIS has yet to commence. This is mainly due to lack of a clear definition for the EMIS, and a lack of clear assignment of roles and responsibilities between MOE and ITG. Given the need for clear articulation of the scope/requirements for an EMIS, the MOE will re-orient the scope of work for the remaining portion of the GOPA contract as follows: 1) the monitoring/supervision aspects of the contract (estimated 15% of the contract) will be cancelled; and 2) this would free a level-of-effort that will be utilized towards having GOPA provide expert technical advice to the MOE on EMIS functional requirements. Additional level-of-effort may be required, and the MOE will draft an amendment to the contract and apply to the World Bank for "no-objection", should the price increase be greater than 15% of original contract.

27. **Implementation for the EDSS will proceed once the MOE has the necessary systems in place to allow for a robust and effective EDSS to be built.** The mission notes, however, that it is likely that an EMIS, when it is ready, will provide the MOE with the necessary data, information, reports, and analysis that will allow it to make better and more informed decisions, at least in the medium-term (18-24 months).

28. **ITG's work on the SIS/EMIS is not well defined.** In terms of ITG's work on the SIS/EMIS, the mission again notes (as it has during the January 2006 MTR mission) that there are no terms of reference that define the level, scope, and extent of the services to be provided by ITG. The Mission therefore again raises the critical need for finalizing a memorandum of understanding (MOU) between the MOE and ITG, and recommends that *the Ministry finalize a memorandum of understanding (MOU) between the MOE and ITG, to define, inter alia, (i) each party's responsibilities; (ii) MOE functional requirements to be included in the EduWave system, as well as an implementation schedule; and (iii) the overall scope of services to be provided by ITG.*

29. MOE is also in discussion with ITG on the provision of administrative applications from ITG's WaveGRP Enterprise Resource Planning (ERP) system. This includes Human Resource/Payroll, Asset Management, and Financial Management (although the financial management system would be subject to further decision making by the Ministry of Finance). Resources for this activity are being provided by a direct grant from Microsoft Corporation to ITG. As of the date of this mission, the full scoping exercise for the required technical and functional specifications is yet to be finalized. *The Mission recommends that the MOE finalize with Microsoft and ITG the full scoping exercise for the required technical and functional specifications relating to possible integration of Human Resource/Payroll, Asset Management, and Financial Management into ITG's WaveGRP Enterprise Resource Planning (ERP) system.*

## 1.4 Education Research, Monitoring and Evaluation

**Expected Output:** "Timely information and relevant knowledge on the progress and impact of the educational reform process is available. NCHRD has developed a comprehensive capability to undertake continuous monitoring and evaluation of various education reform efforts against predetermined indicators, as well as leading national and international studies in learning assessment. Outputs from this work are informing policy analysis as well as providing data to guide implementation of ongoing education reform projects."

### ***Progress and Achievements***

30. Since the last mission, the NCHRD Monitoring and Evaluation team has initiated the following studies which are at various stages of completion: (i) three benchmarking studies (NAFKE, TIMSS 2007, and PISA 2006); (ii) specialized studies on perceptions on the curriculum and training; (iii) an age validation study in relation to early childhood development; (iv) a site supervision study of schools constructed under ERfKE; and (v) a formative evaluation of the Jordan Education Initiative (JEI). During this mission, the M&E team conducted a full day seminar to major stakeholders on the results to date of the above studies, as well as a review of the ERfKE evaluation model. The model will ultimately measure the impact of the various ERfKE interventions on student outcomes and in particular those outcomes related to knowledge economy skills. A wide range of data is being/will be collected which will populate an "Evaluation Databank" at the NCHRD. Further details on the Monitoring and Evaluation issues are contained in Annex 1.

31. It is clear that significant work has been undertaken by the M&E team particularly for the NAFKE, field trial for TIMSS 2007, PISA 2006 preparation, curriculum study, and the age validation studies. In addition, there is now a robust set of baseline data including information on the state of knowledge economy skills among students. The NCHRD also prepared an Action Plan for the 2007 work plan which the mission reviewed.

32. Steady progress is also being made in meeting the objective of building the capacity of the NCHRD to undertake monitoring and evaluation. Over the past 11 months, 5 national researchers have been recruited as part of the team under the leadership of the team leader. Attention should be paid to sustain this capacity.

### ***Issues and Recommendations***

33. The studies presented at the seminar are of varying quality and some still need to be completed (such as the site supervision study). For all the studies, further analysis of the data is needed. *The mission recommends that: (i) the studies underway should be completed before the end of 2006; (ii) the results should be written up in two types of reports – technical reports and non-technical summaries for different stakeholders. These should be finalized by end January 2007 and submitted to the Bank; and (iii) policy-related recommendations be teased out of the studies.*

34. It is also recommended that the 2007 Action Plan be further reviewed and discussed with MOE before finalization. In this context, *the mission recommends that: (i) the NCHRD reconsider the study entitled: "Evaluation of the New Integrated Education Strategy" in the 2007 Action Plan and refocus it on issues surrounding teachers including impact on work load, time allocation, incentives, etc; (ii) reconsider the value of repeating NAFKE annually.* Some of the time saved by not carrying out the proposed 2007 NAFKE assessment might be devoted to enhancing the quality of NAFKE reports, tests and questionnaire and analysis.

35. To maximize the impact of the overall M&E effort, *the mission recommends the review of the draft TORs for the "M&E Advisory Committee" to ensure that they include the following points regarding function and membership.* The function of the Committee should be to review TORs of the various studies, review the annual work plan, and most importantly discuss the results of the studies as they are completed, focusing on the policy dimensions of the evaluations. This Committee would consist of representatives from the MOE, MOPIC, NCHRD, and other

major stakeholders of the ERfKE program. The Committee may also include experts from outside the public service in Jordan, as well as 1-2 international experts.

36. The mission identified a number of Key Performance Indicators (KPIs) in several project related documents, some of which contain specific targets (e.g. 10% increases in TIMSS score) which require re-evaluation. The KPIs in the PAD and legal agreement do not specify numerical targets. *The Mission recommends that the DCU, with the NCHRD, reviews the various Key Performance Indicators contained in various project documents and proposes appropriate modifications.*

## **1.5 Implementation Arrangements**

*Expected Output: "MOE has established organizational, management, decision-making and communications mechanisms that ensure effective management and coordination of all investments. Staff having the requisite qualifications and experience has been appointed to all positions."*

### ***Progress and Achievements***

37. The DCU now has a full complement of staff and is functioning very effectively in providing the essential coordination between critical elements of the program, between the relevant directorates and divisions within the Ministry, and between the donors supporting ERfKE. The Mission commends the DCU for its extremely high level of dedication and quality support for the project.

### **Innovation Fund**

### ***Progress and Achievements***

38. **Implementation of the Innovation Fund is progressing well.** To date, 53 projects have been financed through Rounds 1 & 2 (totaling about US\$170,000 in funds). Another 126 proposals have now been received for Round 3 and are being evaluated by the Fund Steering Committee. To streamline procedures for implementation and procurement, the ERfKE Loan Agreement was amended on October 16, 2006, to allow for a specific disbursement category in the Loan Agreement as well as allowing Direct Contracting for acquisition of goods for Innovation Fund projects. Further details about Innovation Fund implementation are included in the Procurement Annex (Annex 4.)

### ***Issues and Recommendations***

39. The issue of incentives for teachers involved in projects is still under discussion, and should be resolved as soon as possible. Further awareness activities are needed, particularly for private and magnet schools. A pedagogical evaluation is needed, to ascertain project outcomes and impact on the teaching and learning process. *The mission recommends The MOE should take forward and finalize key aspects of the innovation fund activities, including:*

- *incentives for teachers involved in projects;*
- *further awareness activities particularly for private and magnet schools;*
- *pedagogical evaluation to ascertain project outcomes and impact on the teaching and learning process.*

## **COMPONENT 2: Transform Education Programs and Practices for the Knowledge Economy**

40. This component comprises three subcomponents focusing on the preparation of curriculum and assessment of learning outcomes required for the knowledge economy, together with the provision of professional development of teaching and administrative staff. The component also supports the development of resources for effective learning.

### ***Progress and Achievements – Curriculum renewal***

41. **The Directorate of Curricula and Textbooks has completed frameworks for all of Group 1 and for Group 2 Round 1.** It has a large team of 500 educators and has good working relations with key stakeholders in the system and in the broader society. It has been supported by TA and by supervisory committees which also provided quality assurance. Other achievements include: Group 2 implementation of curricula and new teacher guides; classroom assessment policy (2, 5, 9, 11) completed; classroom assessment manual Curriculum and Assessment Framework printed and distributed; and training package of new assessment strategies completed.

### ***Issues and Recommendations – Curriculum renewal:***

42. **The team has lost up to 50 of its original staff mainly through promotion and emigration.** The quality of TA has been uneven; some have given strong leadership while others were over theoretical and unable to ground their approaches in classroom realities. Some TA was not available when needed.

43. To help improve curriculum and textbook development capacity, *the mission recommends that the MOE with its donor partners:*

- *Organize further study tours to expose new curriculum personnel to international experience.*
- *Offer additional training in key aspects of textbook preparation*
- *Revise the training program content and approach to make them sensitive to classroom conditions and levels of teacher expertise, and*
- *Enhance the role of the school as a unit in fostering change.*

### ***Progress and Achievements - Examinations and Learning Assessments***

44. The Department Examinations and Testing (DET) has completed a pilot moderation study and has also studied proposals for Tawjihi reform prepared by ACER. These recommended (1) a reduction in student examination load, (2) dividing the subjects into core (to be offered at the end of Grade 11) and specialist (offered at the end of Grade 12) groups, and (3) introducing school based assessment as part of the Tawjihi. DET favors school-based assessment in general but recognizes that it would have to be phased in gradually, given the high-stakes nature of the test, the likely opposition from parents and teachers, its negative experiences in the 1980s when it attempted to implement this approach in the grade 9 public examination and in 1997 when it tried to increase the percentage of Tawjihi items measuring higher-order thinking skills from between 20-25 per cent to 50 per cent. DET recognizes the present inconsistency between the learning styles imposed by the Tawjihi and the Knowledge Economy approach in earlier grades. It is working with the Directorate of Curricula to make the approaches more consistent. The new Tawjihi curricula are to be introduced in 2007. DET also carried out national assessments using 30-item tests at grades 4 (census) in Math and Arabic and in grades 8 and 10 (sample) in six

subjects. These tests were designed to monitor the impact of the reform program on basic skills. Individual school reports have been issued which permit each school to compare its performance with district and national level mean scores. DET plans to distribute national assessment technical reports to various agencies

### ***Issues and Recommendations***

45. ***The DET should hold a proposed retreat with senior Ministry of Education policy makers to discuss proposals for Tawjihi reform including possible changes over time in the content and format to the examination, supported by an awareness campaign.*** DET will also study the impact of major changes in examination format in countries which have high-stakes public examination systems and prepare a policy case to be made to the Ministry of Education and to the Board of Education. Assuming that the reform proposals are acceptable DET would then commence a program of preparing teachers and students for the proposed new forms of examinations and would supplement this with a broad based public awareness campaign. DET should get training in how to write national assessment reports including reports/briefings for non-technical audiences (e.g. in-service teacher educators, curriculum personnel). It should also increase the number of items tested (30 at present) to help ensure greater curriculum coverage. The Ministry of Education might consider adopting a policy used in several Latin American countries and compare individual school results with the results from other schools serving similar social class groups. The World Bank looks forward to reviewing the technical adequacy of the national assessments studies of grades 4, 8 and 10 achievement levels.

46. **The mission welcomes the commitment of the Ministry of Education to view national assessment results as a rich source of policy-related information.** Working with the relevant directorates it can introduce systematic measures, partly based on information gleaned from the various national assessments to prepare plans to enhance teaching and student learning. The process should be supported by a plan for change management.

## **2.2 Professional Development and Training**

### ***Progress and Achievements***

47. **Under the leadership of the Directorate of Training, Supervision and Qualifications the work on this component has made very satisfactory progress since the Mid-Term Review.** Key among these achievements is the approval of National Teacher Professional Development Standards that are aligned with teacher competencies, and establishment of a committee to follow up on implementation of the standards. In quantitative terms the achievements are also impressive – some 58,000 teachers trained in new curricula and assessment methods; 60,000 teachers have been trained and 45,000 certified on ICDL, 30,000 trained and 3,000 certified in Intel, 1,570 trained and 500 certified on World links, and 1,155 trained on Thinking Tools.

48. At the strategic level, too, there is evidence of significant progress to move increasingly away from cascade training and a transmission model towards more school and cluster-focused training for teachers, and the utilization of more active learning approaches with the use of video-taped lessons, peer learning and instrument as such as an analysis protocol. Progress has been made, too, in the linkages with the universities responsible for preservice teacher education.



### **Issues and Recommendations**

49. **In the final analysis, implementation of the reform depends on the capacity and willingness of teachers to change classroom practices.** For this reason, training of teachers will continue to present an important challenge to the entire program. International experience reminds us that significant change in teacher practices requires sustained, varied and responsive support. **The proposed study of teacher work-load and their perspectives of the reform and its impact on learning and their own professional development should be complemented by a study of teacher utilization which may help inform more efficient and equitable staff deployment (see recommendation in paragraph 9).**

50. The establishment of close linkages to the universities responsible for preservice training of teachers should free up resources for more focused and intensive attention to inservice training, which should be provided using all available forms of delivery – for some areas well managed cascade training can form an important part of an overall teacher development strategy. The intensification of inservice training for teachers raises the issue again of pressure on teachers and the risks of reform fatigue, which are being addressed through a combination of training and support, tools such as the newly revised teacher guides, and well targeted incentives. **Teachers' perceptions of these interventions and other possible forms of support could provide a useful basis for adapting and adjusting this set of interventions to help teachers cope with the pressures of the reform program.**

### **2.3 Learning Resources**

*Expected Output: "All schools have been provided with the learning resources necessary to achieve the outcomes specified in the new curricula. This includes text-books, laboratory equipment, ICT connectivity, computer labs with software applications and learning content."*

### **Progress and Achievements**

51. **Significant progress continues to be made in the provision of ICT resources** and the MOE is continuously improving access to services. Since the January 2006 MTR mission, the MOE has undertaken the following:

- Commissioned a new data center at the "Hashem 2" site. This move has substantially improved network connectivity to schools.
- Initiated a number of agreements with the private sector (i.e. Microsoft) to add more robust network elements and for site licensing purposes.
- Module 1 of the National Broadband Network (230 schools in Amman) is under implementation and is expected to be completed in early 2007.
- Over 10,000 computers (eg. Acer contract) and related infrastructure (network servers) are being delivered and deployed in schools to improve access and services at the school level.
- The help desk at Queen Rania Center (QRC) is up and running, supporting MOE's various desktop software applications.
- Pre-pilots and pilots for various e-content are being undertaken at all levels of the system (for Math, Science, EFL, Arabic, ICT, Civics).
- Scientific and vocational equipment has been procured and installed at schools.
- Internally, individual systems and databases are being developed at various Directorates to support MOE's education processes.

52. **In terms of partnerships, the mission is pleased to note the further integration of the Jordan Education Initiative (JEI) into the MOE's planning processes and priorities.** The mission attended the JEI 7<sup>th</sup> Update Meeting, conducted under the auspice of the World Economic Forum (WEF). Recently, the JEI governance structure was re-formulated to allow for closer integration with MOE priorities: (i) it is being spun-off from the WEF; (ii) a Local Board (chaired by HE the Minister of Education) has been established which will have the principal role of coordination between the MOE and the JEI Project Management Office, as well as oversight on the execution of the Initiative's strategic objectives; and (iii) the Executive Committee will continue as previously formulated, and the whole JEI will operate under the auspices of HM Queen Rania.

#### ***Issues and Recommendations***

53. **The EduWave platform has yet to be tested in a large-scale environment, but steps are being taken to address inherent risks.** The January 2006 MTR mission expressed its concern about EduWave and recommended an assessment of the capacity and risks associated with this e-Learning platform. In an important test, EduWave was shown to perform well in delivering the Tawjihi results on its website. In addition, MOE is awaiting final deployment of the NBN for Module 1 to conduct a more thorough and comprehensive test of the system's ability to scale-up to a higher bandwidth and higher number of simultaneous connections from schools.

54. From the international experience and literature, there have been mixed results on impact of ICT investments in teaching and learning. Higher impact could only be shown in cases when the confluence of high-level national support, good policy, teacher professional development, curriculum, assessment, school-based support, and technology are well aligned within the scope of an educational reform program. The ERFKE program includes all these elements and is laying a foundation for long-term effective use of ICT in education. ***MOE should continue analyzing feedback from evaluation studies to inform both policy making vis-à-vis pedagogical issues, as well as how to best structure investments to meet the educational requirements of schools.***

55. ***In terms of technology management at the Ministry, the mission recommends capacity building for the Directorate of ICT (DICT), as follows:***

- Appointment of a Chief Information Office (CIO), as outlined in previous supervision missions.
- Continuation of the MOE policy to focus on its core business, education, and to outsource (or "best" source) technical issues (eg. Computer maintenance program, network management).
- Strengthening through recruitment and training by DICT of the following key skills:
  - *IT Leadership* to articulate the IT vision and strategy (CIO)
  - *Architecture Development* to create a platform and foundation for investments in ICT at the Ministry
  - *Business Analysis* to enhance business processes and manage relationships with MOE's staff
  - *Technology Leadership* to advise on new and emerging technologies and their relevance to the Ministry's operations
  - *Sourcing Management* to identify best sourcing opportunities and to conduct effective contract management



56. Multiple database systems are emerging in various sections of the MOE. While these systems are being designed and developed to meet immediate unit needs, it is likely that the multiplication of these systems will lead to a high level of fragmentation of MOE's data. Early intervention is required to allow a level of innovation to take place at the unit-level, while allowing for higher level integration and aggregation of data at the system level. *The mission recommends MOE should urgently start developing the Ministry's information architecture to provide a framework for integration of all IT systems developed or under development.*

### **COMPONENT 3: Provision of a Quality Learning Environment**

*Expected Output: "160 new schools have been constructed and equipped with all required furniture and equipment. Schools are staffed and students enrolled."*

57. This component comprises two sub-components designed to improve the quality of the learning environment in public schools through the replacement of unsafe buildings; alleviation of overcrowding; and, the provision of facilities to support learning for the knowledge economy.

#### ***Progress and Achievements***

58. MOE is making very good progress in constructing new schools and making additions to existing schools. To date, the following has been achieved:

- Over half of the 160 schools to be constructed have been completed.
- Most of the new schools, regardless of funding source, have been contracted and are expected to be completed by end of 2008.
- Extensions for 77 schools have been completed and an additional 73 are in the delivery stage.

59. To allow for price increases in raw materials in the past two years, MOE requested an amendment to the Loan Agreement to reallocate funds to the "Civil Works" disbursement category. The Amendment, signed on October 16, 2006, also reallocated previously unallocated funds to the Civil Works category, for a total of US\$ 57 million for civil works from the loan. Detailed progress for Component 3 is in Annex 2.

#### ***Issues and Recommendations***

60. The mission notes that a school planning study has not been undertaken. The original project design identified a need for an additional 160 schools and rehabilitation and extension to 762 schools. This was based on assumptions that the construction program would incorporate a number of cost-effectiveness measures to promote more efficient use of classroom space in Jordan. These measures include rationalization of school size, utilization of excess capacity in existing schools and building extensions instead of independent schools where possible. A school planning study would assess the utilization of existing facilities, the consequences of enrolment growth (using the new population census data) on future needs for school construction, and simulates various cost-effective ways of expanding enrollment over the next 5-10 years (see also previous comment on ERfKE II). **The mission recommends that this study be undertaken as soon as possible.**

61. **Design system for preventative maintenance.** The system design is to capture the school conditions in terms of construction, furniture, equipment. The inventory/survey data is to

be compatible with EMIS system. The activity cannot be launched before reaching some understanding of the EMIS system. Thus this activity might observe delays in implementation. *The project unit is advised to investigate on regional success stories and visit relevant projects.*

#### COMPONENT 4: Early Childhood Education

62. **The implementation of this component is progressing very well.** The Mission commends the MOE together with the various partners (NCFA, MOSD, USAID/ESP, and UNICEF) for the collaboration and mutual support in maintaining steady progress. Since the midterm review in January 2006, achievements were attained in all project subcomponents. The three year implementation plan (2006-2008) sets forth a detailed road map to accomplish the intended component objectives and activities to promote readiness of learning and lay the foundation to foster quality human capital in a globalized economy. The Mission commends the DCU for the outstanding support provided to all the partners and for the preparation of a detailed project progress document.

##### *Progress and Achievements*

- The curriculum framework was endorsed by the Ministry's Board of Education.
- Modification of the national curriculum was accompanied with training and is an ongoing process.
- Licensing standards were field tested.
- Accreditation framework was developed.
- ECD standards' age validation survey was completed
- Pilot parent participation in KG as teacher assistants, with MOE approval of the parent participation handbook.

##### *Issues and Recommendations*

63. **MOE's Preschool division has the mandate to carry out licensing of the KGs, which is clearly a government's regulatory role.** Licensing establishes minimum requirements that enable KGs (public and private) to operate within the law. Hence a legal framework will need to be set up for the implementation. It is desirable that licensing staff have the educational and work experience that deal with the kind of service they license. The next steps would comprise reviewing the bylaws and developing a plan to operationalize the procedures. *The mission recommends that MOE prepares an administrative plan including necessary bylaws and requirements for staffing and training of licensing staff.*

64. **Accreditation System.** While licensing is a governmental responsibility, an accreditation system is a voluntary mechanism with objectives to promote program quality and to improve accountability for families and stakeholders. *The mission recommends that MOE determine the appropriate institutional location to administer an accreditation system, and identify the associated staffing, training requirements, and cost implications. The MOE should then develop necessary legal requirements and plans to operationalize the accreditation system.*

65. **ECD Standards and Learning Readiness Survey.** ECD standards are comprehensive benchmarks of what children should know and be able to do within five domains of child development. Once established, the ECD standards *can then be used* to guide comprehensive, sequential development of a curriculum framework, curriculum design, teacher training program

and assessment instrument. Much progress has been made in all these activities. However they have been implemented out of sync in timing and sequence. Specifically, the MOE launched a national curriculum a year and half ago, but this initiative preceded the development of ECD standards. The curriculum framework, which should have been developed before the national curriculum, was not developed until this year and was done without the benefit of having ECD standards. Hence the timing of the age validation survey was out of step with the development of the curriculum framework and curriculum design. Still, the survey did contribute to the validation of age- and culture-specific ECD standards. The ECD standards will be a useful guide for ongoing and periodic revision of the curriculum. *The mission recommends that the MOE does not begin to develop de novo a country-specific tool for assessing learning readiness.*

66. Separate from the ECD Standards, a population-based tool is needed to monitor child development outcomes in order to identify the need for KG programs within and across populations and to assess the benefits of these programs. The MOE has used the EYE, a population-based tool that was developed and piloted in Jordan based on the original (long) version of the Early Development Instrument (EDI). Since the first learning readiness survey conducted in 2004/5, a short version of the EDI has been developed and is being used internationally to assess children's outcomes in the early years. The EYE and EDI are both population-based tools, but the EDI offers two added benefits: It allows for international comparisons, and it yields a more balanced assessment of children's development across the five domains (in contrast, the EYE is skewed to cognitive and literacy development). Furthermore, the EDI is easily adaptable to different settings. The data collected with the EDI would build on and not conflict with baseline data from the EYE. *The mission recommends that a population based tool to monitor child outcomes should be developed and validated in time for the next survey in 2008.*

67. **Center of Excellence.** The MOE has secured land and partial funding for the capital construction of the proposed Center. *The mission recommends the MOE (a) clarify and confirm the intended functions for the Center whether a model ECE training and/or resource center; (b) prepare a feasibility assessment, with detailed operations plan, recurrent costs and staffing implications in the 2007 plan.*

68. **Raising Public Awareness and Support.** The purpose of this component is to raise public awareness on the importance of ECE. It is an ongoing process, which requires capacity building on how to develop and implement communication strategies with specific messages. Presently, this subcomponent is combined under MOE's Public Relations Campaign. *The mission recommends that the MOE review the emerging communications strategy and PR Campaign and ensure that it addresses the particular needs of this sub-component.*

69. From an institutional development perspective, the national program needs to be complemented by capacity at local level. Presently, the Preschool division under DGE has made considerable progress to strengthen its capacity. However much more needs to be done to consolidate its role and capacity within MOE and vis-à-vis the directorates in the regions. *The MOE should ensure that the Preschool division is included in the early phases of the organization review planned under component 1.2. The proposed new organizational structure should reflect the conclusions of such a review.* Such review should take into account the Preschool Division's regulatory role, i.e. licensing, and its supportive roles on curriculum and professional development vis-à-vis other departments within the MOE. This would require a comprehensive review of the roles, functions, staffing and resource implication in each of the departments.

#### IV. PROCUREMENT ARRANGEMENTS AND PROGRESS

70. The Mission reviewed the procurement plan for the project (Annexes 3.1-6). The updated procurement plan reflects awarded and planned packages totaling US\$125.3 million (World Bank and counterpart proceeds). Since the last Mission, an increase of 27.8 % is observed in the contracted amount.

71. The Mission visited one (1) new schools and one (1) extension (details in Component 3 and procurement arrangement Annex 3). A third ex-post review (EPR3) was conducted to complement the previous two. The project has integrated the recommendations of EPR2. Details of the Ex-Post Review (EPR) will be sent in a separate report and will be shared with the project.

72. The mission is very pleased to note excellent coordination between the DCU and the different stakeholders especially with the DBIP. A comprehensive procurement plan for all the components of the projects can now be consulted at the DCU, allowing initiating the procurement process diligently.

73. Details on procurement are provided in (Annex 3)

#### *Issues and Recommendations*

- **Procurement of Equipment:** According to the procurement plan, the contracts were signed and the latest delivery of equipment was scheduled to August 2006. None of the equipment was delivered to date and the visited operational school, though furnished with students' conference tables, had not yet received the equipment. *Justifications for significant further delays in delivering the equipment to new schools should be provided.* Continued diligent monitoring of delivery of equipment for new schools and extensions should be ensured.
- **CIDA Trust Fund:** Despite the General Procurement Notice that was issued on DgMarket website in February 2006 relative to CIDA Trust Fund, an insignificant number of Expressions of Interest were received and as a result some of the activities are being dropped out. *The DCU is advised to revisit the packaging of the activities in order to merge consultancies and provide more attractive packages to international and national consultants, and if necessary, revise the procurement plan of the CIDA remaining activities.* With this same exercise, the procurement plan might need revision of the activities to align with the current needs and mitigate those dropped activities.

#### V. FINANCIAL MANAGEMENT AND DISBURSEMENT

74. The mission noted that the DCU and the international project's finance department in the Ministry of Education have made good progress in implementing the financial management action plan that was agreed during last mission and which was designed to improve the financial management arrangements of the project. The accounting system is operational and up to date, the project's audit reports were timely submitted and the project's financial manual was finalized and submitted to the Bank. However, the project's reporting arrangements are still facing some challenges especially with respect to issuing accurate quarterly FMRs and reconciling system generated reports with manual ones.

75. Moving forward the mission agreed with the DCU and MOE on a monthly coordination mechanism for reconciling system with manual reports. The mission also offered guidance in how to address weaknesses and inconsistencies noted in the previous FMRs and agreed with the DCU on the following action plan:

| ACTION                                                                                        | WHO                                              | WHEN                                                       |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------|
| Assign an IT person from within the DCU or the ministry to follow up on system related issues | DCU & international projects' finance department | Nov. 30, 2006                                              |
| Reconcile the system generated reports with the manual records for all accounts by financier  | DCU FO                                           | Dec. 31, 2006 and thereafter at the frequency agreed above |
| Submit to the Bank system generated FMRs for the quarter ending Dec. 31, 2006                 | DCU                                              | Feb. 15, 2007                                              |
| Utilize the computerized fixed assets register                                                | DCU FO                                           | Mar. 31, 2007                                              |

76. Financial management arrangements are detailed in Annex 4.

## **VI. DONOR COORDINATION**

77. It is indicative of the success of the program that there are now ten donors supporting ERfKE, with the EU being the latest donor to join with a 42 million Euro contribution. While this strengthens the program by broadening its support base it also points to the critical role of coordination that is provided by the DCU. It is essential that donors supporting ERfKE fully appreciate the importance of the integrated plan as one of the key mechanisms for ensuring coherence in policy and operations.

A Donors' Meeting consisting of all the donors and partners of the ERfKE program was convened under the chairmanship of H.E. Minister Khalid Toukan and H.E. Minister Suhair Al-Ali. This gathering has become a regular feature of the ERfKE Bank supervision missions and serves the purpose of bringing ERfKE partners together to review overall progress and provide donors an opportunity to present their comments.

## **VIII. NEXT MISSION**

78. The next supervision mission is proposed for mid-2007. Bank staff will visit Jordan in the interim to interact with the DCU and MOE officials.

## IX. SUMMARY OF RECOMMENDATIONS

79. Since some of the recommendations in the text above are cited in different parts of the document, the following table summarizes the main recommendations, with cross-references to the paragraphs in the text.

| No. | Recommendation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Paragraph/s                      |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|
| 1.  | The MOE should urgently follow up with Bearing Point to ensure that the technical expertise required to expedite progress on Component One is appointed without further delay. Should the appropriate appointments not be possible within the next three months, the MOE should discuss with CIDA the possibility of sourcing this expertise from outside of Canada, possibly using the CIDA Trust Fund.                                                                                                                                                                                                                                                                                                                                                   | Para 9                           |
| 2.  | As recommended in the MTR aide memoire, a study on teacher perceptions, receptivity, understanding and incremental workload should be conducted as soon as possible.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Para. 9<br>Para. 48              |
| 3.  | The MOE should expedite finalization and implementation of the leadership development program at senior and directorate levels to deepen the pool of executive and management level expertise in the Ministry.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Para. 9                          |
| 4.  | The MOE should begin preparation of TORs for a set of key underlying studies/analytical pieces should be conducted over the next 1 to 1 and ½ years to lay the groundwork for further discussions about ERfKEII. These studies include: (i) a school planning study which assesses the utilization of existing facilities, the consequences of enrolment growth (using new population census data) on future needs for school construction, and simulating various cost-effective ways of expanding capacity over the next 5-10 years; (ii) a teacher utilization study; (iii) development of a strategy for reform of the vocational education sector (using the National Agenda as a starting point); (iv) a financing of education study, among others. | Para. 12<br>Para. 48<br>Para. 59 |
| 5.  | The MOE should: (i) accelerate the launch of the PRC across multiple media channels as soon as possible; (ii) consider incorporating more innovative strategies to supplement the more traditional approaches to communications that are reflected in the present strategy (i.e. static posters, brochures); and (iii) to identify external resources to bring new and innovative thinking towards implementation of the PRC.                                                                                                                                                                                                                                                                                                                              | Para. 19.                        |
| 6.  | The MOE should move rapidly to finalize the institutional form and staff the proposed policy and strategic planning unit, using an incremental approach with a small core staff and gradual incorporation of the existing planning and research capacity in the Ministry.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Para. 21                         |
| 7.  | Plan a capacity-building strategy for the core staff of the policy and strategic planning unit that could involve extended secondments and/or twinning with established institutions in other countries.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Para. 21                         |

| No. | Recommendation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Paragraph/s |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 8.  | Ministry should discuss with the GBD the government's next steps and plans with respect to the implementation of the results-oriented budget system and prioritize its next steps with regard to results oriented budgeting accordingly.                                                                                                                                                                                                                                                                                                                                                                                                                         | Para. 23    |
| 9.  | Expedite development and introduction of performance-based management, leadership development and capacity building required to manage the process at each level of the system to better align it with the results-oriented budgeting.                                                                                                                                                                                                                                                                                                                                                                                                                           | Para. 24    |
| 10. | Finalize a memorandum of understanding (MOU) between the MOE and ITG, to define, inter alia, (i) each party's responsibilities; (ii) MOE functional requirements to be included in the EduWave system, as well as an implementation schedule; and (iii) the overall scope of services to be provided by ITG.                                                                                                                                                                                                                                                                                                                                                     | Para. 28    |
| 11. | Finalize with Microsoft and ITG the full scoping exercise for the required technical and functional specifications relating to possible integration of Human Resource/Payroll, Asset Management, and Financial Management into ITG's WaveGRP Enterprise Resource Planning (ERP) system.                                                                                                                                                                                                                                                                                                                                                                          | Para. 29    |
| 12. | With regard to Monitoring and Evaluation studies, (i) the studies underway should be completed before the end of 2006; (ii) the results should be written up in two types of reports – technical reports and non-technical summaries for different stakeholders. These should be finalized by end January 2007 and submitted to the Bank; and (iii) policy-related recommendations should be teased out of the studies.                                                                                                                                                                                                                                          | Para. 33    |
| 13. | The 2007 M & E Action Plan should be further reviewed by NCHRD and discussed with MOE before finalization. In this context, the NCHRD should (i) reconsider the study entitled: "Evaluation of the New Integrated Education Strategy" in the 2007 Action Plan and refocus it on issues surrounding teachers including impact on work load, time allocation, incentives, etc; (ii) reconsider the value of repeating NAFKE annually.                                                                                                                                                                                                                              | Para. 34    |
| 14. | MOE should review of the draft TORs for the "M&E Advisory Committee" to ensure that they include the following points regarding function and membership. The function of the Committee should be to review TORs of the various studies, review the annual work plan, and most importantly discuss the results of the studies as they are completed, focusing on the policy dimensions of the evaluations. This Committee would consist of representatives from the MOE, MOPIC, NCHRD, and other major stakeholders of the ERIKE program. The Committee may also include experts from outside the public service in Jordan, as well as 1-2 international experts. | Para. 35    |
| 15. | The Mission recommends that the DCU, with the NCHRD, reviews the various Key Performance Indicators contained in various project documents and proposes appropriate modifications.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Para.36     |



| No. | Recommendation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Paragraph/s |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 16. | <p>The MOE should take forward and finalize key aspects of the innovation fund activities, including:</p> <ul style="list-style-type: none"> <li>• incentives for teachers involved in projects;</li> <li>• further awareness activities particularly for private and magnet schools;</li> <li>• pedagogical evaluation to ascertain project outcomes and impact on the teaching and learning process.</li> </ul>                                                                                                                                                                  | Para. 38    |
| 17. | <p>The MOE with its donor partners should continue to strengthen the capacity of its curriculum and textbook staff and:</p> <ul style="list-style-type: none"> <li>• Organize further study tours to expose new curriculum personnel to international experience;</li> <li>• Offer additional training in key aspects of textbook preparation;</li> <li>• Revise the training program content and approach to make them sensitive to classroom conditions and levels of teacher expertise, and</li> <li>• Enhance the role of the school as a unit in fostering change.</li> </ul> | Para. 42    |
| 18. | <p>The DET should hold a proposed retreat with senior Ministry of Education policy makers to discuss proposals for Tawjihi reform including possible changes over time in the content and format to the examination, supported by an awareness campaign.</p>                                                                                                                                                                                                                                                                                                                       | Para. 44    |
| 19. | <p>A program of capacity enhancement for the Directorate of ICT (DICT) should include appointment of a Chief Information Office (CIO) and strengthening through recruitment and training by DICT of the following key skills: IT Leadership, IT Architecture Development, Business Analysis, Technology Leadership, and Sourcing Management (to identify best sourcing opportunities and to conduct effective contract management).</p>                                                                                                                                            | Para. 54    |
| 20. | <p>MOE should urgently start developing the Ministry's information architecture to provide a framework for integration of all IT systems developed or under development.</p>                                                                                                                                                                                                                                                                                                                                                                                                       | Para. 55    |
| 21. | <p>The project unit is advised to investigate regional success stories on preventive maintenance and visit relevant projects.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Para 60.    |
| 22. | <p>MOE should prepare an administrative plan including necessary bylaws and requirements for staffing and training of ECE licensing staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                     | Para 62     |
| 23. | <p>MOE should determine the appropriate institutional location to administer an accreditation system, and identify the associated staffing, training requirements, and cost implications. The MOE should then develop necessary legal requirements and plans to operationalize the accreditation system.</p>                                                                                                                                                                                                                                                                       | Para. 63    |
| 24. | <p>MOE should not develop denovo a country-specific tool for assessing learning readiness.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Para. 64    |
| 25. | <p>The mission recommends that a population based tool to monitor child outcomes should be developed and validated in time for the next survey in 2008.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        | Para 65.    |

| No. | Recommendation                                                                                                                                                                                                                                                                                             | Paragraph/s      |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 26. | MOE should (a) clarify and confirm the intended functions for the Center whether a model ECE training and/or resource center; (b) prepare a feasibility assessment with detailed operations plan, recurrent costs and staffing implications.                                                               | Para. 66         |
| 28. | The mission recommends that the MOE review the emerging communications strategy and PR Campaign and ensure that it addresses the particular needs of this sub-component.                                                                                                                                   | Para. 67         |
| 27. | The MOE should ensure that the Preschool Division is included in the early phases of the organization review planned under component 1.2. The proposed new organizational structure should reflect the conclusions of such a review.                                                                       | Para. 68         |
| 29. | Justifications for significant further delays in delivering the equipment to new schools should be provided.                                                                                                                                                                                               | Para. 72         |
| 30. | The regional directorate should be requested to consult the ministry before taking any modifications measures. In the case of school extension, upgrading and integration of the existent school program is essential. Construction programs complementarities are to be ensured in the resulting package. | Annex 2, para 13 |
| 31. | For the schools that are not completed or contracted, recommendations of the last supervision conducted in January 2006 are reiterated with respect to sanitary facilities:users ratio and laboratory technical specifications of work plans and cupboards.                                                | Annex 2, para 13 |
| 32. | The DCU is advised to revisit the packaging of the activities in order to merge consultancies and provide more attractive packages to international and national consultants, and if necessary, revise the procurement plan of the CIDA remaining activities.                                              | Para 72          |
| 33. | Assign an IT person from within the DCU or the ministry to follow up on system FM related issues.                                                                                                                                                                                                          | Para 74          |
| 34. | Reconcile the system generated reports with the manual records for all accounts by financier.                                                                                                                                                                                                              | Para. 74         |
| 35. | Submit to the Bank system generated FMRs for the quarter ending Dec. 31st, 2006.                                                                                                                                                                                                                           | Para. 74         |
| 36. | Utilize the computerized fixed assets register.                                                                                                                                                                                                                                                            | Para. 74         |

## **Annex 1**

### **Monitoring and Evaluation**

1. The NCHRD has carried out several studies in 2006. These include: (i) the National Assessment for Knowledge Economy (NAfKE) for grades 5, 8 and 11; (ii) completed PISA 2006 data collection (age 15); (iii) completed the necessary preparatory work for TIMSS 2007 (grades 4 and 8); (iv) an age validation study for early childhood development; (v) started a site supervision study of school construction; and (vi) perception of curriculum and training. Below are specific observations on several of the above studies:

#### ***NAfKE***

2. NCHRD has completed an initial analysis of the NAfKE based on data drawn from a total of 400 schools for grades 5, 9 and 11. These data, which should be carefully stored, can provide baseline data for long-term monitoring.

**Recommendation:** The data could be restructured and scores presented in a more meaningful form than percentage or cut off scores (e.g., using Rasch/IRT approaches to produce benchmarks or proficiency levels). Further analysis is needed prior to preparing the final reports including the technical report. The mission recommends that NAfKE be repeated no sooner than 2008. Some of the time saved by not carrying out the proposed 2007 assessment might be devoted to enhancing the quality of NAfKE reports, tests and questionnaire and analysis.

#### ***TIMSS***

3. The planning work for the 2007 test including pilot testing has been completed. The TIMSS national team has become familiar with quality technical standards as a result of its association with this large international study of achievement.

**Recommendation:** Caution should be exercised in reaching conclusions on the basis of pilot test results. NCHRD should conduct a validation study of the appropriateness of TIMSS items for Jordan. In the process of doing this study they should identify items which are appropriate for country level analysis of TIMSS 2007 data. NCHRD should request input from the Ministry of Education to help identify the types of analyses of TIMSS data (e.g., the relationship between level of teacher training and achievement) that are of most use to national policy makers. The project target for TIMSS (10 per cent increase, a figure which does not appear to have been achieved by any country) should be revised.

#### ***PISA***

4. PISA aims to define each domain not merely in terms of mastery of the school curriculum, but in terms of important knowledge and skills needed in adult life (OECD 2000, p. 8). Jordan has set itself an ambitious target for its PISA results. According to The Monitoring and Evaluation Framework, it aims to "achieve relatively close to the international average in math, science and reading in PISA 2006 and increase achievement by 5% in PISA 2009". More OECD countries participated in PISA 2006 than in TIMSS 2003. The likely impact of these additions will be to raise the overall mean level over the mean that would have been recorded had it been based on countries that participated in TIMSS 2003. It is also worth noting that Jordan

scored similar to Tunisia and Indonesia in the 2003 Grade 8 TIMSS assessment in math. Tunisia and Indonesia were among the lowest performing countries on PISA 2003.

**Recommendation:** Revise the target level for PISA performance. Conduct a validity study of the appropriateness of the items for Jordanian students. Conduct a national level study of PISA results after receiving input regarding analysis from the Ministry of Education and other bodies

### **Perceptions of the New Curriculum and Textbooks**

5. NCHRD carried out a study of the perceptions of teachers (N: 276 in grades 4, 8 and 10), school principals (N: 176), and parents (N: 2500). The study focused on perceptions of the new curricula and textbooks. It reported that teachers overwhelmingly agreed that the new curricula and textbooks were student centered. About 80 per cent of sampled teachers had attended courses which focused on the relationship between the new curriculum and the knowledge economy. There was broad agreement that many teachers needed additional training in student assessment, in ICT and in how to teach higher-order thinking skills. About 50 per cent of teachers indicated that they felt uncomfortable implementing the new assessment tasks. Principals claimed to be familiar with many aspects of the new curriculum but indicated a need for further training in new assessment and instructional strategies. Roughly two out of three parents rated the new textbooks superior to the earlier publications and indicated that the content prompted their children to search for non-textbook sources of information.

**Recommendation:** The Ministry of Education should review the evidence on the effectiveness of training and adjust the approach in light of the evidence. It should consider either increasing the amount of training on student assessment or simplify the assessment process.

### **Discovery Schools**

6. NCHRD conducted a pilot study of 60 classes in 11 schools which included an examination of use of ICT resources, teaching approaches, classroom management practices, and teachers and principals uses of ICT. The study helped identify some key variables for inclusion in a larger study evaluation of the effectiveness of Discovery Schools. The findings of this study are tentative and not appropriate at this stage for policy making.

## **School Construction Annex**

### **Replace Structurally Unsafe and Overcrowded Schools**

**Expected Output:** "160 new schools have been constructed and equipped with all required furniture and equipment. Schools are staffed and students enrolled."

1. This component envisages the replacement of 160 schools. Forty schools are financed by the Bank Loan, while 120 schools are funded by European Investment Bank (EIB), Arab Fund for Economic and Social Development (AFESD), Islamic Development Bank (IDB), and Kreditanstalt für Wiederaufbau (KfW).
2. Most of the new schools, regardless of funding source, have been contracted and are estimated to be completed by end of 2008. The extensions and rehabilitations are planned to be completed by December 2007. The Ministry of Education has a total of fifty (50) staff in the Directorate of Buildings and International Projects (DBIP) and five (5) vehicles dedicated to supervise the sites and ensure the quality and progress of work of the Ministry projects. This staff is assisted by approximately 150 engineers in the respective regional directorates and the engineers from the supervising firms.
3. **World Bank schools.** The Bank is financing 40 schools. These schools are grouped into 26 packages spread in 16 directorates. The last 2 packages (6 schools) were re-bid and one of them was contracted in July 2006. The total value for these contracts is **US\$37 million**. The periods for the construction range from 450 to 540 days. There has been progress in implementation since the last mission (January 2006) which had a 83% average progress but also 2 contracts (6 schools) terminated. To-date, 7 schools have been furnished and are operational, and 20 others are in acceptance phase. Seven of the remaining schools observe progress above 70%, and are expected to be completed by February 2007. The 6 schools, which were subject to re-bidding, reached an average progress of 36% before termination of contracts. Their original implementation duration was of 15 months. After being re-awarded, they are expected now to be completed by October 2007. The Ministry is monitoring closely the construction and monthly reports are produced indicating physical progress. The Mission visited the sites of two completed schools and is substantially satisfied with the quality of work.
4. **Furniture:** The mission was informed by the ministry that the furniture technical specifications were improved especially with respect to finishing. Seven (7) packages for 34 schools were awarded for a total amount of US\$1.7 million. Furniture for 32 schools is delivered and accepted, and the other 2 schools shall be furnished by November 2006. The aggregate estimate of the remaining packages for 6 schools is around US\$0.2 million. One of the visited schools was provided with furniture. The mission could not verify improvement of finishing.
5. The equipment and laboratories for the new schools are packaged according to the required specialties and procured using ICB procedures. The 6 packages for physics, chemistry, biology, geology, pre-vocational, and sports were awarded for a total amount of US\$1.01 million. Computers package was merged with the "PCs for Various Functions" package of component 2.
6. The status of the 120 schools that will be financed from other donors has been summarized in the progress report submitted by the Ministry as follows:

### Summary Progress of the 120 Schools

| Funding                                                | Loan US\$<br>million<br>% of<br>financing              | Contracts<br>total<br>amount<br>US\$<br>million | Quantity of schools/Average Progress                                                                                                                                             | Expected final<br>Completion date<br>for awarded<br>packages |
|--------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| <b>IBRD</b><br>(40 schools)                            | 19.7<br>65%                                            | 37                                              | 27 schools/completed 100%<br>7 schools/Average Progress<br>(AP)>70%<br>6 schools/AP=29%-55% (re-<br>awarded)                                                                     | October 2007                                                 |
| <b>EIB</b><br>(45 schools)                             | 45<br>100%                                             | 37.6                                            | Design for 44 schools completed<br>1 school/completed 100%<br>7 schools/ AP>70%<br>15 schools/ AP>40%<br>16 schools/ AP>10%<br>5 schools/ AP=2%-10%<br><b>Remaining 1 school</b> | February 2008                                                |
| <b>IDB</b><br>(25 schools)<br>(works and<br>equipment) | 23<br>(out of them<br>2M for<br>equipment)<br>70%-100% | 9.9                                             | 8 schools/AP=100%<br>3 schools/AP>65%<br>2 schools/AP>46%<br><b>Remaining 12 schools</b>                                                                                         |                                                              |
| <b>AFSED</b><br>(38 schools)                           | 33<br>80%                                              | 25.6                                            | 35 schools/AP=100%<br>2 schools/AP=92%<br>1 school/ AP=62%                                                                                                                       | February 2007                                                |
| <b>KFW</b><br>(12 schools)                             | EUR 11 [US\$<br>13.4<br>equivalent]<br>67%             | 10.4                                            | 1 school/AP=100%<br>5 schools/AP>75%<br>4 schools/AP>45%<br>2 schools/AP=10%-45%                                                                                                 | August 2007                                                  |
| <b>160 schools</b>                                     | <b>134.1</b>                                           | <b>120.5</b>                                    |                                                                                                                                                                                  |                                                              |

### Upgrade Existing Schools

**Expected Output:** "Computer laboratories and general science labs have been built and equipped in existing schools without these facilities. Labs are operational and in use by teachers and students."

7. The scope of work originally included constructing extensions for 776 classrooms, 620 computer labs, 330 science labs, 140 kindergarten rooms in 762 schools. Out of these, 100 schools will additionally undergo rehabilitation. Following the re-allocation of funding (Loan Agreement amendment), the project could ensure an additional US\$9 million for a second extension/rehabilitation phase. The first phase of extension/rehabilitation have been grouped into 72 packages (386 schools). The estimated value of 62 packages is US\$31.1 million. Schools of the second phase are grouped into 21 packages at a Loan and Government total cost estimated to US\$9.1 million. A total of 12 packages of phase 1 (77 schools) were delivered and 14 others (73

schools) are in delivery stage. Furniture for the 30 first packages is in delivery stage. Equipment bids are launched. The following tables detail the status of the sub-component.

| Extensions and Rehabilitations details | Extensions and Rehabilitations Outputs |                            |                            | Total Expected revised Output by closing date |
|----------------------------------------|----------------------------------------|----------------------------|----------------------------|-----------------------------------------------|
|                                        | Total Expected original Output         | Expected Contracts Phase 1 | Expected Contracts Phase 2 |                                               |
| Classrooms                             | 776                                    | 345                        | 93                         | 438                                           |
| Computer Labs                          | 620                                    | 334                        | 97                         | 431                                           |
| Scientific Labs                        | 330                                    | 172                        | 34                         | 206                                           |
| Large KGs                              | 60                                     | 34                         | 6                          | 40                                            |
| Small KGs                              | 80                                     | 29                         | 12                         | 41                                            |
| Rehabilitation                         | 100                                    | 50                         | 17                         | 67                                            |

### 3.3 General

8. **Site Supervision.** NCHRD (under the M&E framework) contracted a consultant to: (i) assess compliance of the construction with the architectural design, applicable laws and by-laws, and architectural guidelines for schools; (ii) assess progress of construction and reasons for delays, if any; (iii) cover an environmental implementation assessment; and (iv) recommend on corrective measures. The consultant shall conduct site supervision on a sampling basis. This sample shall be representative in terms of school categories, contractors, geographical distribution and status of implementation of construction. It is suggested that the review shall cover 25% of the new schools and 15% of extensions both financed by the World Bank. He will also cover a sample of schools implemented under other funds. This sample shall be representative in terms of school categories, contractors, geographical distribution and status of implementation of construction. The consultant presented his very preliminary findings to the mission, although substantial work is still being undertaken and conclusions cannot be inferred at this point.

9. The mission was advised that some of the new schools were utilized for different teaching cycles than those planned at the design stage. Changing of academic programs obviously result in inefficient usage of the architectural spaces, the furniture and the equipment. To mitigate the incurred inconvenience and inefficiency of investment, **the regional directorate shall be requested to consult the ministry before taking any modifications measures.**

10. **Design system for preventative maintenance.** The system design is to capture the school conditions in terms of construction, furniture, equipment. The inventory/survey data is to be compatible with EMIS system. The activity can not be launched before reaching some understanding of the EMIS system. Thus this activity might observe delays in implementation. The project unit is advised to investigate regional success stories and visit relevant projects.

11. **Site Visit.** The Director of Building supervision of DBIP, Eng. Mansour El Abbadi, the procurement officer of the DCU, Eng. Firyal Akl, and one contractor and consultants joined the field visits. Two sites were visited: (i) Al Hachmich secondary school (Girls) [New School] and (ii) Al Kamcha intermediate [Extension]. Details are provided in the Ex-Post review report, and extracts are in the procurement arrangements Annex.

12. **Architectural Guidelines.** The mission visited the consultant appointed by USAID, CDM international. Information was shared with respect to the assignment requirements. By the



end of December 2006, the consultant report is expected to be finalized. The report will advise on school site selection, design criteria, design standards and systems. The developed guidelines, if adopted by the Ministry will form a solid basis for future design considerations. Coordination and extensive consultations were conducted with the Ministry, and the consultant was advised to consult the DCU.

### 13 Recommendations

- **Architectural Programs.** The regional directorate shall be requested to consult the ministry before taking any modifications measures. In the case of school extension, upgrading and integration of the existent school program is essential. Construction programs complementarities are to be ensured in the resulting package.
- **Design system for preventative maintenance.** The project unit is advised to investigate regional success stories and visit relevant projects.
- **Contract management.** The delivery processing of goods is showing delays. Bottlenecks have to be identified and addressed. Construction reception, furniture and equipment delivery are to be expedited to salvage the academic years. Additionally, a proper hand over of the building to the school principal is to be ensured.
- **Environmental and sanitation considerations:** For the schools that are not completed or contracted, recommendations of the last supervision conducted in January 2006 are reiterated with respect to sanitary facilities:users ratio and laboratory technical specifications of work plans and cupboards.

## PROCUREMENT ARRANGEMENTS AND PROGRESS

### 1. Procurement Plan and Progress

1.1 The Mission reviewed the procurement plan for the project. The procurement plan covers ERfKE Consulting Services, Goods, Works (new schools, extension phase 1, extension phase 2) and CIDA Consulting Services (Annexes 4.1 – 4.6). The updated procurement plan reflects awarded contracts and planned packages totaling **US\$125.3 million** (World Bank and counterpart proceeds) and **US\$2.07 million** (CIDA Trust Fund). In agreement with the government, the current planned extensions are in alignment with the available funds but do not cover all needed extensions as assessed by the Directorate of Buildings and International Projects (DBIP). The following is a recapitulation of the procurement plan per disbursement category:

| Category                         | Awarded<br>Contracts<br><i>US\$ million</i> | Planned             |                  | Total<br><i>US\$ million</i> |
|----------------------------------|---------------------------------------------|---------------------|------------------|------------------------------|
|                                  |                                             | <i>US\$ million</i> | <i>Contracts</i> |                              |
| World Bank and Counterpart Funds |                                             |                     |                  |                              |
| Works                            | 52.8                                        | 9.0                 | 21               | 61.8                         |
| a- New schools                   | 32.8*                                       | 0                   | 0                | 32.8                         |
| b- Extension/Rehabilitation      | 20.0                                        | 9.0                 | 21               | 29.0                         |
| Goods                            | 31.7                                        | 28.3                | 28**             | 60.0                         |
| Consultant Services              | 1.64                                        | 1.84                | 28               | 3.48                         |
| Total                            | 86.14                                       | 39.14               | 77**             | 125.28                       |
| CIDA Trust Funds                 |                                             |                     |                  |                              |
| Total Consultant Services        | 0.22                                        | 1.85<br>(for 2007)  | 28<br>(for 2007) | 2.07                         |

\* Including re-bidding for two contracts (6 schools) in their final stage of award

\*\* Excluding Innovation Fund contracts quantity.

1.2 Since the last Mission of January 2006, an average **increase of 27.8%** is observed in the contracted amount:

## World Bank and Counterpart Funds Progress

|                     | Total Awarded Contracts<br>US\$ million |             |              |                   |
|---------------------|-----------------------------------------|-------------|--------------|-------------------|
|                     | Mar-2005                                | Jan-2006    | Nov-2006     | Latest Increase % |
| Works               | 32.8                                    | 41.5        | 52.8         | 21.40%            |
| Goods               | 14.0                                    | 19.4        | 31.7         | 38.80%            |
| Consultant Services | 1.2                                     | 1.3         | 1.64         | 20.73%            |
| <b>Total</b>        | <b>48.0</b>                             | <b>62.2</b> | <b>86.14</b> | <b>27.79%</b>     |

### 1.3 Specific Implementations to monitor

| Ref | Proc Plan ref                 | Category                  | Activity description                                                                                                                                                       | Contractor | Status                                                                                                                                                                              | Next Step                                                                                                                                                                                                            |
|-----|-------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | C1-S3.1                       | Consultants Services      | 1.3.1 Phase I, Analysis, Design, Decentralizing School Mapping, Initial Training and Building Local Capacity Training for EDSS                                             | GOPA       | Remaining 30 person days assigned in the current contract for monitoring implementation phase of BDSS.                                                                              | <u>Amendment of the TOR</u> by either terminating the contract or re-assigning the 30 person days.                                                                                                                   |
| 2   | C1-S4.3                       | Consultants Services      | 1.4.3 International PISA Study/2009                                                                                                                                        | OECD       | A No Objection letter was issued clearing the selection of OECD on a single source basis. The contract shall be financed from ERfKE proceeds for activities delivered by June 2008. | The Government is to <u>ensure funds for the rest of the contract duration</u> .                                                                                                                                     |
| 3   | C3-S1.3                       | Consultants Services      | 3.1.3 Study/design system for preventative maintenance                                                                                                                     | NA         | The system design is to capture the school conditions in terms of construction, furniture, equipment. The inventory/survey data is to be compatible with EMIS system.               | The activity can not be launched before reaching some understanding of the EMIS system. Thus this activity might observe <u>delays in implementation</u> .                                                           |
| 4   | 1.2.5-1.2.6-2.1.2a-1.5-2.1.5b | Consultants Services-CIDA | Training program for MOE staff (5 activities), Review of Program structure and learning resources (4), Developing learning outcomes (2), DCU international consultant (1). | NA         | 12 activities were dropped during procurement processing because of lack of (i) planning, (ii) diligent needs assessment, (iii) international consultants expression of interest.   | 1- "Curriculum and Training department" to <u>review activities and assess needs</u> before launching f the activities.<br>2- <u>Revise the procurement packaging</u> in order to attract international consultants. |
| 5   |                               | Works and Goods           |                                                                                                                                                                            |            |                                                                                                                                                                                     |                                                                                                                                                                                                                      |

## 1.4 Major Activities In-Process

1.4.1 Most of the activities are on track, except for the procurement of equipment for new schools. **More delays in delivering the equipment might jeopardize the academic year of those seven (7) operational schools.**

| Ref | Category                   | Activity description                                    | Contractor                                                                                                             | Expected Contract end date                                                |
|-----|----------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| 1   | Consultants Services-Firms | Design EDSS                                             | GOPA                                                                                                                   | May 2007                                                                  |
| 2   | Consultants Services-Firms | Public Relation Campaign                                | PADECO& MENHA                                                                                                          | March 2008                                                                |
| 3   | Consultants Services-Firms | PISA 2006 study                                         | OECD                                                                                                                   | July 2007                                                                 |
| 4   | Goods                      | Equipment for Vocational Schools (Electronics)- ICB     | 1- CEB<br>2- Instruments and System                                                                                    | In delivery stage- Delays<br>[Original contract end date: April-May 2006] |
| 5   | Goods                      | Equipment for Vocational Schools (Hotel Workshops)- ICB | 1- Haidar Murad & sons;<br>2- Jordan Catering Supplies<br>3- Sotex                                                     | In delivery stage- Delays<br>[Original contract end date: September 2006] |
| 6   | Goods                      | Computer Labs (PCs for various functions)- ICB          | ACER Computer M.E. Ltd                                                                                                 | End November 2006                                                         |
| 7   | Goods                      | Computer Labs (Local Area network)- ICB                 | CEB                                                                                                                    | End November 2006                                                         |
| 8   | Goods                      | Computer Labs (Supply of Servers)- ICB                  | -                                                                                                                      | Bid opening October 2006                                                  |
| 9   | Goods                      | Science Equipment- New schools (Physics)- ICB           | Multiple                                                                                                               | In delivery stage- Delays<br>[Original contract end date: July 2006]      |
| 10  | Goods                      | Science Equipment- New schools (Chemistry)- ICB         | Multiple                                                                                                               | In delivery stage- Delays<br>[Original contract end date: June 2006]      |
| 11  | Goods                      | Science Equipment- New schools (Geology)- ICB           | Multiple                                                                                                               | In delivery stage- Delays<br>[Original contract end date: June 2006]      |
| 12  | Goods                      | Science Equipment- New schools (Biology)- ICB           | Multiple                                                                                                               | In delivery stage- Delays<br>[Original contract end date: July 2006]      |
| 13  | Goods                      | Science Equipment- New schools (Pre-vocational)- ICB    | Multiple                                                                                                               | In delivery stage- Delays<br>[Original contract end date: August 2006]    |
| 14  | Goods                      | Science Equipment- Extension (Physics)- ICB             | -                                                                                                                      | Bid opening November 2006                                                 |
| 15  | Goods                      | Science Equipment- Extensions (Biology)- ICB            | -                                                                                                                      | Bid opening November 2006                                                 |
| 16  | Goods                      | Furniture- New Schools- NCB                             | Out of 7 bids, <b>only one</b> remains undelivered. Additionally, furniture for not completed schools is not launched. | In delivery stage- Delays<br>[Original contract end date: July 2006]      |
| 17  | Goods                      | Furniture- Extension-NCB                                | Furniture for 170 extensions (in delivery stage)and 218 extensions (in contracting stage).                             | November 2006 and March 2007                                              |
| 18  | Works                      | New Schools                                             | 7 schools operational; 20 in delivery stage; 7 with over 70% physical progress and 6 re-bidding in contracting stage.  | Delays in delivery.                                                       |

## **2. Loan Amendment**

2.1 The Loan Agreement Amendment has been ratified on September 29, 2006. The amendment, among others, is reallocating 9 million US\$ for the Works category. The DBIP has already submitted 21 extensions packages. Advertisement for such packages is planned to December 2006, and constructions are expected to be completed by May 2008. The equipment and furniture of such extensions is ensured by the project component 2 for a total estimate of US\$2.75million.

## **3. Site visit**

3.1 The Director of Building supervision of DBIP, Eng. Amnsour El Abbadi, the procurement officer of the DCU, Eng. Firyal Akl, and one contractor and consultants joined the field visits. Two sites were visited: (i) Al Hachmieh secondary school (Girls) [New School] and (ii) Al Kamcha intermediate [Extension].

### **3.2 Al Kamcha intermediate [Extension]:**

#### **3.2.1 Architectural Program:**

- Existent school program: 8 classrooms, 1 teacher rooms, 1 Computer laboratory (6 PC, purchased in 2000), 1 kitchen, 1 administration office, 5 WC (for teachers and students); [164 students]
- Extension program: 6 classrooms (30M2 each), 2 Laboratories (70M2 each), 1 computers room (42M2); [To house partly students from old school. Potential total of 200].

#### **3.2.2 Strength:**

- The extension is to replace overcrowded 4 classrooms of 2.5x2.5M2 (11 students each);
- Sciences and computer laboratories are equipped with fume-hood, ventilation, extinguishers, and air-conditioning units,

#### **3.2.3 Weaknesses:**

- Roof waterproofing;
- Indoor location of main laboratories gas units;
- No upgrading or addition of sanitary units is provided with the extension program.
- The school was completed in October 2006, but delays in hand over jeopardized year 2006-2007 occupation of the premises.

### **3.3 Al Hachmieh secondary school (Girls) [New School]**

#### **3.3.1 Architectural Program:**

- 30 classrooms (45M2 each), 2 Laboratories (70M2 each), 2 Computer laboratories, Sanitary units (7 administration, 16 students); [600 students]

### **36.3.2 Strength:**

- Sciences and computer laboratories are equipped with fume-hood, ventilation;
- Basket-ball/volley-ball court is provided;
- Fire security acceptable standards are enforced (rolling water hose at each floor, assigned water tank and pump, fume hood in the chemistry lab, ventilation system insured, etc.).
- Accessibility for people with special needs is ensured to the under-ground floor of the school. That floor is only composed of one classroom, a sanitary unit and building technical rooms.

### **3.3.3 Weakness:**

- Roof waterproofing;
- Indoor location of main laboratories gas units;
- Insufficient number of sanitary units, despite the fact that the school was recently handed over;
- Computer laboratories not provided with air-conditioning;
- Students with special needs are isolated from the rest of the school; no access to the theater, laboratories, and school recreational area is provided;
- Only students' conference chairs, computers tables and laboratories cupboards are supplied; the classroom does not provide the teacher with any table.
- Furniture and laboratories cupboards quality and sturdiness;
- Delays in supplying equipment and other furniture items;
- Out of the 30 classes, 13 are used and are overcrowded. The lack in teachers does not allow optimal utilization of the premises.
- Though the school is operational since September 2006, the ministry did not hand over properly the school to the principal. This resulted for example of usage for two weeks of the fire alarm as school bell, ignorance of usage of gas storage taps, etc.

## **4. Ex-Post review**

4.1 The procurement third ex-post review was conducted between November 13-16-19 and 20, 2006. The review covered contracts valued below the prior review threshold as specified in the Loan Agreement.

4.2 The first ex-post review (EPR1- March 2005 reviewed only new schools building, the second ex-post review (EPR2- January 2006) focused on construction of extensions, goods, consultants services under CIDA trust fund. As a complementary action, the current review selected contracts signed after January 2006 and subject to ex-post review. Out of a total contracts number of 76 that are eligible to this review and amounting a total of US\$24 million equivalent, 11 contracts (14.5%) with a total of US\$3 million were reviewed.

4.3 In general, procurement related processing is found consistent and commendable. The supplies department confirmed that the technical specifications of furniture finishing were adjusted to required improved finishing.

4.4 It was however noted that the unit cost of the square meter of the five reviewed extensions contracts is found significant. It ranges from JD282 for large extensions (2,944M2) till JD491 for small extensions (375M2).

## **5. DCU Procurement Coordination**

5.1 The mission is very pleased to notice that a solid coordination is now reached by the DCU with the different stakeholders especially with the DBIP. A comprehensive procurement plan for all the components of the projects can now be consulted at the DCU, allowing initiating the procurement process diligently. In parallel, a close monitoring of the construction progress and contract management is being handled by the Managing Director of DBIP, resulting in a satisfactory overall grabbing of the component. Following the site visit, it was proven that the monitoring table showing the works progress was accurate.

5.2 An updated General Procurement Notice was issued on dgmarket website in February 2006. However, no significant number of Expression Of Interest were received as expected.

5.3 The Procurement Officer followed in April 2006, at the International Training Center of ILO-Turin, a training course on procurement of Information System in Bank Financed projects, to familiarize herself with the IT documents. The training was found fairly satisfactory.

## **6. Innovation Fund**

6.1 Procurement and implementation of first round was completed. Out of the 23 selected sub-projects (US\$80,000), 5 were dropped while the remaining 18, amounting to US\$67,500 were implemented successfully. For the second round, the launching of implementation of the selected 30 sub-projects amounting to US\$100,000 was conducted in September 2006. In this round direct contract was used in accordance with the provisions of the Loan Agreement amendment. The third round is in sub-projects evaluation process. The total number of 126 applications was received and the selection process is expected to be completed by mid-December 2006. The DCU did not need to conduct a second training to the participants. However, assistance by the DCU ad-hoc is found more efficient.

| Round | Scope/ Status                                                                                                      | Cost in US\$    |
|-------|--------------------------------------------------------------------------------------------------------------------|-----------------|
| 1     | 18 sub-projects completed                                                                                          | 67,500          |
| 2     | 30 sub-projects completed                                                                                          | 100,000         |
| 3     | 126 applications received. Evaluation process to select the sub-projects expected to be completed by December 2006 | Not yet defined |

6.2 As a follow-up on the procurement requirements of the mid-term (MTR) mission, the following was observed:

- 6.2.1. A full time Fund Coordinator was appointed following the MTR mission of January 2006. The Fund Coordinator, Ms Nadia Shehab, is coordinating the technical committees, following up on the implementation of the sub-projects, conducting monthly site visits to the schools. She is the focal point between the schools and the DCU.



- 6.2.2. The Fund Coordinator is developing with the DCU procurement officer a procurement plan in order to allow efficient procurement packaging and follow-up.

6.3 Round 1 pilot experience:

- 6.3.1 The projects of Round 1 were categorized as follows by the Fund Coordinator:
- a- Satisfactory projects, due to clear work plan and budgeting, and to endorsement of the projects by the schools champion;
  - b- Slow projects, due to unarticulated methodology and lack of directorate support; Field visits helped to salvage those projects;
  - c- Problematic projects, out of them 4 were dropped; Higher Committee involvement has been required.
- 6.3.2 Identified implementation weakness (Reasons for projects drop out):
- a- Inconsistency in the application of procurement guidelines;
  - b- Project Champion engagement in other activities, and not having sufficient time to devote to the project, as well as turn-over in project Champion;
  - c- Project under estimated cost;
- 6.3.3 Identified implementation strength:
- a- Inter-school cooperation;
  - b- Schools-Community interaction;
  - c- Support provided by universities; acquired capacity building;
  - d- Competitiveness among school champions;
  - e- Students' effective role;
  - f- Alignment of the "innovation budget" with needs, for next rounds.
- 6.3.4 Lessons learned for next rounds:
- a- Encouraging student involvement;
  - b- Sustainability of implemented projects;
  - c- Close monitoring of project implementation;
  - d- Supporting the role of the technical committees in the field;
  - e- Establishing a fair recognition mechanism;
  - f- Support enhancement of the Education Directorate.

7. **CIDA Trust Fund**

- 7.1 An updated procurement plan for year 2007 was discussed with the mission. The majority of the planned consultancies are assignments for individual consultants with a limited number of firms. The activities are expected to be contracted by end of July 2007. The total estimate amount of the 28 planned activities is US\$1.85 million.
- 7.2 The Mission is pleased to notice that a serious follow-up on the procurement processing was carried on. Reviewed procurement documents demonstrated a clear change in the evaluation processing and advertisement of the activities has been compliant with the Bank procedures, resulting in non-restrictive short-listing process. Details are provided in the ex-Post Review conducted during the mission.

- 7.3 A training by the DCU was administered in September 2006 to the technical committee staff engaged in Curriculum activities. Guidance was provided on how to draft TOR, how to list evaluation criteria, and how to evaluate submitted CVs.
- 7.4 However, despite the General Procurement Notice that was issued on dgmarket website in February 2006 relative to CIDA Trust Fund, no significant number of Expression Of Interest were received as expected. **It is thus recommended to revisit the packaging of the activities in order to merge consultancies and provide more attractive packages to international and national consultants.**

## 7. NEXT STEPS

| Ref | Activity                                                                                                                                                                                        | Responsibility                   | Deadline                    |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----------------------------|
| 1.  | <b>GOPA contract:</b> Finalize amendment of the TOR                                                                                                                                             | DCU                              | End of November 2006        |
| 2.  | <b>OECD contract:</b> Before signature of contract, the ministry shall be advised on unavailability of funds after the closing date of ERfKE.                                                   | DCU/Ministry                     | Prior to contract signature |
| 3.  | <b>Procurement of Equipment:</b> Diligent monitoring of delivery of Equipment for new schools and extensions is to be endured. <u>Justifications for significant delays are to be provided.</u> | DCU/ Department of Supplies      | Mid December 2006           |
| 4.  | <b>CIDA Trust Fund:</b> Revision of the activities and re-adjustment of needs before launching new activities.                                                                                  | Curriculum & training department | December 2006               |
| 5.  | <b>CIDA Trust Fund:</b> Revision of the procurement packaging in order to attract consultants.                                                                                                  | DCU                              | December 2006               |

## FINANCIAL MANAGEMENT AND DISBURSEMENT

### Overview

1. The mission assessed the current status of the Project's financial management arrangements and for that purpose held discussions with the project's finance officer, the international project's finance department and other stakeholders in the DCU. The mission noted that the DCU's finance officer and the international project's finance department have made good progress in implementing the financial management action plan that was agreed during last mission and which was designed to improve the financial management arrangements of the project. However, there is still area for improvement especially with respect to the project's reporting arrangements. The action plan and the progress made to date is summarized in the table below:

| Issue                                                                                                                                                                                       | Recommendation                                                                                                                          | Progress to date                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Payments relating to December 2005 were posted into the system on an ad-hoc basis.                                                                                                          | Post in system all data relating to FY 05                                                                                               | System is up-to-date. Contracts and payments are posted on a daily basis.                                                                       |
| System generated reports (loan and CIDA trust fund) were not comprehensive as some information relating to contracts (mainly extensions) and payments have not been posted into the system. | Reconcile system generated reports with manual reports produced from the Supplies Department and the International Project's Department | Reports have been generated and were reconciled for FY05. However the mission noted that the reconciliation process is still not comprehensive. |
| The auditor's report and audited project's financial statements for the year ended December 31, 2004, due on December 31, 2005 (revised due date), are still not received by the Bank.      | Submit to the Bank FY04 audit report and management letter.                                                                             | The audit report and management letter of FY04 and the audit report of FY05 were submitted to the Bank, reviewed and found to be satisfactory.  |
| FMRs are not being submitted on a timely basis.                                                                                                                                             | Submit to the Bank system generated FMRs for the period ending December 31, 2005 and for every quarter thereafter.                      | FMRs for the Q4 FY05 and Q1 FY06 were not submitted and are still outstanding. However FMRs for the Q2 and Q3 FY06 were timely submitted.       |
| Despite sending review and comments, the project's financial manual is still in draft format and did not incorporate the suggested changes.                                                 | Finalize FM manual and resubmit to the Bank                                                                                             | The final version of the FM manual was submitted during the mission.                                                                            |
| The fixed asset module is still not operational and not able to generate reports.                                                                                                           | Finalize the Fixed Asset Register and integrate it into the system                                                                      | No progress to date.                                                                                                                            |

2. The mission noted that the project's accounting system is operational and up-to-date. Contracts are posted by the supplies department and are monitored by the finance department as soon as the contracts start disbursing. Payment related data is posted into the system on a daily basis. The connection, coordination and interaction between the DCU and the Finance Department are efficient.
3. In terms of reports generation, the mission noted that expenses recorded in the system did not match those recorded manually and in other cases the mission noted that reports generated in US \$ did not match those generated in JD. This is a significant weakness in the financial management system that needs to be resolved urgently. The mission advised the DCU to reconcile system generated reports with the manual records and ensure that the various system reports are consistent in terms of amounts and balances. The mission supported the DCU in reconciling the accounts of the IBRD loan and the CIDA trust fund and agreed with the finance officer on a step by step process for future reconciliation.
4. System generated FMRs for the period ended June 30<sup>th</sup>, 2006 (due August 15<sup>th</sup>, 2006) and September 30<sup>th</sup>, 2006 (due November 15<sup>th</sup>, 2006) were timely submitted to the Bank. During review the mission noted some inconsistencies and errors that were communicated to the DCU.
5. The audited project's financial statements and audit report for the year ended December 31, 2005 (due on June 30<sup>th</sup>, 2006) was submitted to the Bank, reviewed and found to be satisfactory. The next audit report covering the year ended December 31<sup>st</sup>, 2006 is due by June 30<sup>th</sup>, 2007.
6. As of the mission's date, US\$ 61.38 million (51% of the loan amount, a 22.4% increase from last mission) has been disbursed from the loan while the total amount remaining on signed contracts amounted to US\$ 25 million.

#### **Staffing**

7. The DCU's finance officer is in charge of the financial management of the ERfKE project. The finance officer is supported by the international project's finance department which is responsible for posting the payments and issuing the cheques. The mission noted that there is effective communication and coordination between the DCU's finance officer and the ministry's finance staff. This coordination is essential for a project like ERfKE. However the mission urged the DCU's finance officer to be more proactive in reconciling the various reports and ensuring their consistency.

#### **Financial management information system**

8. The mission assessed the project's financial management information system and the progress made with respect to (i) posting all contracts and transactions, (ii) resolving issues, (iii) generating reports and (iv) utilizing the fixed asset module. The mission was informed that the DCU's finance officer and the international project's finance department have been working on restructuring the project's chart of account to a simpler but more comprehensive one.
9. The system is currently up-to-date and includes information about signed contracts, payments and budget monitoring by financier and by activity. However, the mission noted that system generated reports are not consistent and are not reconciled to the manual records. The mission reminded the project's FO that part of his role is to facilitate and coordinate this process and to ensure that all posted data is accurate and up-to-date in addition to reconciling on a

monthly basis the balances shown in the system to the manual records maintained by the finance department. Currently, this process is done on an ad-hoc basis and there is no real reconciling mechanism in place. This is considered a weakness in the system's implementation as errors in posting data or in accounting entries may not be identified. Accordingly, the mission developed and agreed the following mechanism with the DCU and the finance department:

| Activity                                                                                                                                                                                                                                                                               | Frequency                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Compare and reconcile the balances of the SA and WB transfers per system to: (i) the SA central bank statement, (ii) World Bank's client connection system and (iii) the manual records maintained at the finance department.                                                          | Monthly                  |
| Reconcile the WB share of cumulative project's expenditures as shown in the system to the Bank's client connection system and the manual records taking into consideration: (i) withdrawal application in process, (ii) outstanding payments, (iii) expenses paid but not yet claimed. | Monthly                  |
| Monitor new contracts posted in the system and their financing source and reconcile them with actual contracts included in the procurement plan.                                                                                                                                       | Daily                    |
| Update the special commitments (SC) balance based on amounts transferred from the World Bank.                                                                                                                                                                                          | Weekly for SC in process |
| Compare system generated reports in JD to those generated in US \$.                                                                                                                                                                                                                    | Quarterly                |

10. The DCU is strongly advised to develop a similar process for the balances and operations of other financiers to ensure that the system is correctly following up on all project's account.

11. With respect to the fixed asset register, the mission noted that there hasn't been much progress since the DCU was focusing on the other modules. However, the mission would like to emphasize the need for such a register to identify, follow up, monitor and report on goods and equipment purchased under the project.

12. The mission also reminded the DCU of the need to train an IT employee from within the DCU or the ministry to ensure that system related issues are resolved in a timely manner.

### **Reporting**

13. Revised FMRs for the quarter ending December 31<sup>st</sup>, 2005 and March 31<sup>st</sup>, 2006 were not submitted to the Bank as the DCU was still in the process of posting the data and testing the reports generation.

14. System generated FMRs for the quarter ending June 30<sup>th</sup>, 2006 and September 30<sup>th</sup>, 2006 were submitted to the Bank by their due date. However, upon review the mission noted some inconsistencies that were communicated to the DCU and the software provider. The DCU agreed to resolve these issues prior to submitting the next FMRs (for the quarter ending December 31<sup>st</sup>, 2006 due by February 15<sup>th</sup>, 2006).

## **Financial Procedure Manual**

15. The final version of the financial manual was submitted during the mission. The changes take into consideration prior review comments given by the Bank. The mission will review changes made to the manual before issuing its no objection.

## **Auditing**

16. The audited project's financial statements for the year ended December 31<sup>st</sup>, 2004 and the audited project's financial statements for the year ended December 31<sup>st</sup>, 2005 were received by the Bank on April 10<sup>th</sup>, 2006 and July 10<sup>th</sup>, 2006. The audit reports and the project financial statements were reviewed at an earlier date and found to be satisfactory. The next audit report covering the year ended December 31<sup>st</sup>, 2006 is due on June 30<sup>th</sup>, 2007.

17. A management letter covering FY05 was submitted during the mission. The letter raised weaknesses relating to bank reconciliations and records keeping. Management responded to these issues and agreed to recommendations raised by the auditor.

## **Disbursements and commitments**

18. The table below sets out the amounts contracted and disbursed as of October 31<sup>st</sup>, 2006:

|                                  | <b>Loan amount</b> | <b>Contracted</b> | <b>Expensed</b> | <b>Uncommitted</b> |
|----------------------------------|--------------------|-------------------|-----------------|--------------------|
|                                  | <b>US\$ M</b>      | <b>US\$ M</b>     | <b>US\$ M</b>   | <b>Loan</b>        |
|                                  |                    |                   |                 | <b>US\$ M</b>      |
| IBRD Loan                        | 120.00             | 77.87             | 47.79           | 42.13              |
|                                  | <hr/>              | <hr/>             | <hr/>           | <hr/>              |
| December 31 <sup>st</sup> , 2005 | 120.00             | 45.67             | 28.82           | 74.33              |
|                                  | <hr/>              | <hr/>             | <hr/>           | <hr/>              |

19. According to the Bank's system, US\$ 61.38 million of the Loan amount has been disbursed as of October 31<sup>st</sup>, 2006. This amount is broken down as follows:

|                                                           | <b>Disbursed</b> |
|-----------------------------------------------------------|------------------|
|                                                           | <b>US\$ M</b>    |
| Expensed                                                  | 47.79            |
| Authorized allocation to SA                               | 8.00             |
| Replenished withdrawal applications (WA) not yet recorded | 8.15             |
| Expenses not yet replenished                              | (2.24)           |
| Other                                                     | (0.32)           |
|                                                           | <hr/>            |
| <b>Total disbursed from IBRD loan</b>                     | <b>61.38</b>     |
|                                                           | <hr/>            |

20. Replenished withdrawal applications not yet recorded represent WA numbered 11 and 25 (special commitments) as well as 26. These WAs have been recorded subsequently. Expenses not yet replenished represent WA#27 covering October 2006 expenses that are being prepared for submission to the Bank.

21. As of October 31<sup>st</sup>, 2006, US \$ 77.87 million has been committed as signed contracts under the IBRD loan. Almost US \$ 25 million is remaining on these contracts.

22. Total amount disbursed from the CIDA trust fund amounted to US \$ 1.3 million while the amount remaining on signed contract amounted to US \$ 467,804.

### **Special Account**

23. The IBRD's special account, opened in the Central Bank of Jordan with an authorized allocation of US\$ 8 million, showed a balance of US\$ 1,678,951 on October 31<sup>st</sup>, 2006. The special account used for the CIDA trust fund showed a balance of US\$ 190,225 as of the same date. Replenishments disclosed by the Bank system and the SA bank statements were reconciled.

### **Financial Management Action Plan**

24. Moving forward the mission agreed with the DCU and MOE on the following FM Action Plan that addresses weaknesses detected in the project's financial management arrangements. The implementation of this action plan will be monitored by the Bank on a monthly basis to ensure that the needed support and guidance is provided in a timely manner:

| ACTION                                                                                        | WHO                                              | WHEN                                                       |
|-----------------------------------------------------------------------------------------------|--------------------------------------------------|------------------------------------------------------------|
| Assign an IT person from within the DCU or the ministry to follow up on system related issues | DCU & international projects' finance department | Nov. 30 <sup>th</sup> 2006                                 |
| Reconcile the system generated reports with the manual records for all accounts by financier  | DCU FO                                           | Dec. 31, 2006 and thereafter at the frequency agreed above |
| Submit to the Bank system generated FMRs for the quarter ending Dec. 31 <sup>st</sup> , 2006  | DCU                                              | Feb. 15, 2007                                              |
| Utilize the computerized fixed assets register                                                | DCU FO                                           | Mar. 31 <sup>st</sup> , 2007                               |















[illegible]

**Education Reform for Knowledge Economy (ERKE 1) Project**  
Procurement Plan for Works-Extensions Phase 1

| REF # | pack<br>age<br>num<br>ber | Tender<br>Number | Description                                                                                 | Est.<br>Amount<br>JD | Est.<br>Amount<br>US\$ | Lowest Prices<br>submitted in<br>opened bids US\$<br>million | Proc.<br>U.<br>Meth.<br>od | Start Date<br>Prop. | Adverts    | Bid Open   | Contract<br>Award | Contract<br>Sign date | Comm.<br>Date | Contract<br>Estimated<br>End Date | Contractor Name                   |
|-------|---------------------------|------------------|---------------------------------------------------------------------------------------------|----------------------|------------------------|--------------------------------------------------------------|----------------------------|---------------------|------------|------------|-------------------|-----------------------|---------------|-----------------------------------|-----------------------------------|
| 1     | 1                         | 802005           | Scientific Lab(2) & Computer Lab(4) & classrooms addition(10) & KG Large (2)                | 363,383              | 0.936                  | 0.912                                                        | NCB                        | 02/01/2005          | 07/03/2005 | 08/07/2005 | 08/08/2005        | 10/25/2005            | 12/05/2005    | 07/03/2006                        | شركة جونا مدين والقرية للتقنيات   |
| 2     | 2                         | 852005           | Computer lab(4) & classrooms addition(4) & KG small (2) & KG Large (1)                      | 252,839              | 0.418                  | 0.857                                                        | NCB                        | 02/01/2005          | 05/03/2005 | 07/12/2005 | 10/06/2005        | 11/22/2005            | 12/03/2005    | 07/16/2006                        | شركة طهاني وشريكه                 |
| 3     | 3                         | 1020005          | Scientific Lab(4) & Computer Lab(4) & classrooms addition(10) & KG small (1)                | 420,073              | 0.660                  | 0.461                                                        | NCB                        | 02/01/2005          | 07/07/2005 | 08/08/2005 | 08/05/2005        | 10/09/2005            | 12/05/2005    | 06/04/2006                        | مؤسسة مدارس القادسية للتقنيات     |
| 4     | 4                         | 682005           | Scientific Lab(4) & Computer Lab(4) & classrooms addition(10) & KG Large (1)                | 605,359              | 0.869                  | 0.731                                                        | NCB                        | 02/01/2005          | 05/23/2005 | 07/20/2005 | 08/10/2005        | 10/28/2005            | 12/05/2005    | 07/03/2006                        | مؤسسة مدارس قرية للتقنيات         |
| 5     | 5                         | 832005           | Scientific Lab(4) & Computer Lab(4) & classrooms addition(10)                               | 1,017,682            | 1.454                  | 1.882                                                        | NCB                        | 02/01/2005          | 06/27/2005 | 07/26/2005 | 08/14/2005        | 12/01/2005            | 07/20/2006    | 07/20/2006                        | مؤسسة قيس آخر للتقنيات            |
| 6     | 6                         | 692005           | Scientific Lab(7) & Computer Lab(4) & classrooms addition(10) & KG small (1) & KG Large (1) | 636,475              | 0.509                  | 1.127                                                        | NCB                        | 02/01/2005          | 04/25/2005 | 07/27/2005 | 02/12/2005        | 08/17/2005            | 05/17/2006    | 12/13/2006                        | شركة لعل مدين وشريكه سلف للتقنيات |
| 7     | 7                         | 712005           | Computer Lab(10) & Rehab (1)                                                                | 284,852              | 0.407                  | 0.454                                                        | NCB                        | 02/01/2005          | 06/22/2005 | 07/25/2005 | 08/18/2005        | 08/28/2005            | 10/03/2005    | 01/28/2006                        | مؤسسة راسي الزمان للتقنيات        |
| 8     | 8                         | 722005           | Computer Lab(8) & Rehab (1)                                                                 | 248,889              | 0.393                  | 0.374                                                        | NCB                        | 02/01/2005          | 06/08/2005 | 08/29/2005 | 09/27/2005        | 11/09/2005            | 04/07/2006    | 04/07/2006                        | مؤسسة عربيا للتقنيات              |
| 9     | 9                         | 812005           | Computer Lab(8)                                                                             | 260,763              | 0.287                  | 0.285                                                        | NCB                        | 02/01/2005          | 06/08/2005 | 08/29/2005 | 09/27/2005        | 11/09/2005            | 04/07/2006    | 04/07/2006                        | مؤسسة عربيا للتقنيات              |
| 10    | 10                        | 812005           | Computer Lab(8) & Rehab (1)                                                                 | 235,830              | 0.337                  | 0.426                                                        | NCB                        | 02/01/2005          | 06/18/2005 | 07/13/2005 | 08/22/2005        | 08/22/2005            | 12/18/2005    | 03/20/2006                        | مؤسسة عربيا للتقنيات              |
| 11    | 11                        | 822005           | Computer Lab(8) & Rehab (1)                                                                 | 134,964              | 0.193                  | 0.243                                                        | NCB                        | 02/01/2005          | 06/18/2005 | 07/13/2005 | 08/22/2005        | 08/22/2005            | 12/18/2005    | 03/20/2006                        | مؤسسة عربيا للتقنيات              |
| 12    | 12                        | 822005           | Computer Lab(8) & Rehab (1)                                                                 | 86,500               | 0.121                  | 0.105                                                        | NCB                        | 02/01/2005          | 12/02/2005 | 01/03/2006 | 03/18/2006        | 03/18/2006            | 05/17/2006    | 04/11/2006                        | مؤسسة قيس آخر للتقنيات            |
| 13    | 13                        | 832005           | Computer Lab(4)                                                                             | 87,650               | 0.123                  | 0.138                                                        | NCB                        | 02/01/2005          | 12/02/2005 | 01/03/2006 | 03/18/2006        | 03/18/2006            | 05/17/2006    | 04/11/2006                        | مؤسسة قيس آخر للتقنيات            |
| 14    | 14                        | 832005           | Computer Lab(8)                                                                             | 161,301              | 0.230                  | 0.235                                                        | NCB                        | 02/01/2005          | 06/18/2005 | 07/13/2005 | 08/22/2005        | 08/22/2005            | 12/18/2005    | 03/20/2006                        | مؤسسة عربيا للتقنيات              |
| 15    | 15                        | 832005           | Computer Lab(8)                                                                             | 166,409              | 0.267                  | 0.312                                                        | NCB                        | 02/01/2005          | 06/18/2005 | 07/13/2005 | 08/22/2005        | 08/22/2005            | 12/18/2005    | 03/20/2006                        | مؤسسة عربيا للتقنيات              |
| 16    | 16                        | 832005           | Computer Lab(8)                                                                             | 232,677              | 0.332                  | 0.373                                                        | NCB                        | 02/01/2005          | 06/18/2005 | 07/13/2005 | 08/22/2005        | 08/22/2005            | 12/18/2005    | 03/20/2006                        | مؤسسة عربيا للتقنيات              |
| 17    | 17                        | 842005           | Computer Lab(8) & Rehab (1)                                                                 | 129,728              | 0.185                  | 0.271                                                        | NCB                        | 02/01/2005          | 06/18/2005 | 07/13/2005 | 08/22/2005        | 08/22/2005            | 12/18/2005    | 03/20/2006                        | مؤسسة عربيا للتقنيات              |
| 18    | 18                        | 842005           | Computer Lab(8) & Rehab (1)                                                                 | 223,995              | 0.319                  | 0.378                                                        | NCB                        | 02/01/2005          | 06/18/2005 | 07/13/2005 | 08/22/2005        | 08/22/2005            | 12/18/2005    | 03/20/2006                        | مؤسسة عربيا للتقنيات              |
| 19    | 19                        | 842005           | Computer Lab(8)                                                                             | 167,482              | 0.239                  | 0.274                                                        | NCB                        | 02/01/2005          | 06/18/2005 | 07/13/2005 | 08/22/2005        | 08/22/2005            | 12/18/2005    | 03/20/2006                        | مؤسسة عربيا للتقنيات              |
| 20    | 20                        | 762005           | Computer Lab(7) & Rehab (1)                                                                 | 209,800              | 0.299                  | 0.384                                                        | NCB                        | 02/01/2005          | 06/18/2005 | 07/13/2005 | 08/22/2005        | 08/22/2005            | 12/18/2005    | 03/20/2006                        | مؤسسة عربيا للتقنيات              |
| 21    | 21                        | 842005           | Computer Lab(8)                                                                             | 205,778              | 0.294                  | 0.268                                                        | NCB                        | 02/01/2005          | 06/18/2005 | 07/13/2005 | 08/22/2005        | 08/22/2005            | 12/18/2005    | 03/20/2006                        | مؤسسة عربيا للتقنيات              |
| 22    | 22                        | 1442005          | Scientific Lab(1) & Computer Lab(4) & classrooms addition(14) & KG small (1) & KG Large (1) | 308,628              | 0.441                  | 0.482                                                        | NCB                        | 02/01/2005          | 10/09/2005 | 11/04/2005 | 12/02/2005        | 03/03/2006            | 04/04/2006    | 10/11/2006                        | شركة طهاني وشريكه                 |
| 23    | 23                        | 1452005          | Scientific Lab(4) & Computer Lab(2) & Rehab (1) & KG Large (1)                              | 249,340              | 0.305                  | 0.413                                                        | NCB                        | 02/01/2005          | 10/09/2005 | 11/04/2005 | 12/02/2005        | 03/03/2006            | 04/04/2006    | 10/11/2006                        | مؤسسة لعل مدين للتقنيات           |
| 24    | 24                        | 1452005          | Scientific Lab(4) & Computer Lab(2) & Rehab (1) & KG Large (1)                              | 281,952              | 0.403                  | 0.494                                                        | NCB                        | 02/01/2005          | 10/09/2005 | 11/04/2005 | 12/02/2005        | 03/03/2006            | 04/04/2006    | 10/11/2006                        | مؤسسة لعل مدين للتقنيات           |
| 25    | 25                        | 1452005          | Scientific Lab(4) & Computer Lab(2) & Rehab (1) & KG Large (1)                              | 321,236              | 0.459                  | 0.507                                                        | NCB                        | 02/01/2005          | 10/09/2005 | 11/04/2005 | 12/02/2005        | 03/03/2006            | 04/04/2006    | 10/11/2006                        | مؤسسة لعل مدين للتقنيات           |
| 26    | 26                        | 1452005          | Scientific Lab(4) & Computer Lab(2) & Rehab (1) & KG Large (2)                              | 346,719              | 0.524                  | 0.533                                                        | NCB                        | 02/01/2005          | 10/09/2005 | 11/04/2005 | 12/02/2005        | 03/03/2006            | 04/04/2006    | 10/11/2006                        | مؤسسة لعل مدين للتقنيات           |
| 27    | 27                        | 1452005          | Scientific Lab(4) & Computer Lab(2) & Rehab (1) & KG Large (1)                              | 659,052              | 0.670                  | 1.031                                                        | NCB                        | 02/01/2005          | 10/09/2005 | 11/04/2005 | 12/02/2005        | 03/03/2006            | 04/04/2006    | 10/11/2006                        | مؤسسة لعل مدين للتقنيات           |
| 28    | 28                        | 1632005          | Computer Lab(8)                                                                             | 236,979              | 0.339                  | 0.448                                                        | NCB                        | 02/01/2005          | 09/18/2005 | 10/26/2005 | 01/26/2006        | 02/02/2006            | 05/18/2006    | 08/16/2006                        | شركة طهاني وشريكه                 |
| 29    | 29                        | 1462005          | Scientific Lab(8) & classrooms addition(8) & KG small (1)                                   | 498,205              | 0.712                  | 0.832                                                        | NCB                        | 02/01/2005          | 09/18/2005 | 10/26/2005 | 01/26/2006        | 02/02/2006            | 05/18/2006    | 08/16/2006                        | مؤسسة لعل مدين للتقنيات           |



Education Reform for Knowledge Economy (ERKKE-4) Project  
Procurement Plan for Works-Extensions Phase 1

| REF #     | pack<br>age<br>num<br>ber | Tender<br>Number | Description                                                                                    | Est.<br>Amount<br>JD | Est.<br>Amount<br>US\$<br>million | Lowest Prices<br>Submitted in<br>opened bids US\$<br>million | Price<br>in<br>Milli<br>on | Start Date<br>Prop. | Adverts    | Bid Open   | Evaluat.<br>Comp.<br>Award<br>Contract | Contract<br>Sign date | Comm.<br>Date | Certificat<br>Estimated<br>End Date | Contractor Name                         |
|-----------|---------------------------|------------------|------------------------------------------------------------------------------------------------|----------------------|-----------------------------------|--------------------------------------------------------------|----------------------------|---------------------|------------|------------|----------------------------------------|-----------------------|---------------|-------------------------------------|-----------------------------------------|
| C3-W1 & 2 | 30                        | 148/2005         | Solarville Lab(4) & Computer<br>lab(2) & Netlab(2) & KG small (1)                              | 299,484              | 0.428                             | 0.435                                                        | NCD                        | 03/13/2005          | 10/04/2005 | 11/03/2005 | 12/04/2005                             | 02/16/2006            | 04/17/2006    | 10/14/2006                          | شركة شلال مصطفى المهندس والمعمار        |
| C3-W1 & 2 | 31                        | 147/2005         | Solarville Lab(3) & Computer<br>lab(1) & KG small (2)                                          | 383,602              | 0.562                             | 0.563                                                        | NCD                        | 03/13/2005          | 09/26/2005 | 10/20/2005 | 11/02/2005                             | 02/16/2006            | 04/02/2006    | 09/29/2006                          | شركة مصطفى خليل المهندس والمعمار        |
| C3-W1 & 2 | 40                        | 146/2005         | Solarville Lab(4) & Computer<br>lab(4) & Netlab(1) & classrooms<br>addition(8) & KG small (2)  | 554,691              | 0.792                             | 0.864                                                        | NCD                        | 03/13/2005          | 09/21/2005 | 10/20/2005 | 12/18/2005                             | 02/26/2006            | 04/12/2006    | 01/07/2007                          | مؤسسة ابو حجلة للتقنيات التعليمية       |
| C3-W1 & 2 | 41                        | 134/2005         | Solarville Lab(3) & Computer<br>lab(4) & Netlab(1) & classrooms<br>addition(2) & KG small (2)  | 538,972              | 0.770                             | 0.648                                                        | NCD                        | 03/13/2005          | 08/02/2005 | 09/01/2005 | 10/20/2005                             | 11/24/2005            | 01/14/2006    | 08/12/2006                          | مؤسسة لقاء للتقنيات                     |
| C3-W1 & 2 | 42                        | 208/2005         | Solarville Lab(2) & Computer<br>lab(1) & classrooms addition(4)<br>lab(1) & KG small (2)       | 191,828              | 0.274                             | 0.351                                                        | NCD                        | 03/13/2005          | 03/21/2005 | 10/16/2005 | 02/23/2006                             | 04/17/2006            | 05/20/2006    | 11/15/2006                          | مؤسسة عمار ابراهيم للتقنيات             |
| C3-W1 & 2 | 43                        | 219/2005         | Solarville Lab(2) & Computer<br>lab(3) & Netlab(1) & classrooms<br>addition(7) & KG small (2)  | 432,400              | 0.617                             | 0.618                                                        | NCD                        | 03/13/2005          | 11/04/2005 | 12/04/2005 | 02/12/2006                             | 03/08/2006            | 04/17/2006    | 11/13/2006                          | مؤسسة محمد محمود المبركة                |
| C3-W1 & 2 | 45                        | 221/2005         | Solarville Lab(4) & Computer<br>lab(3) & Netlab(1) & classrooms<br>addition(3) & KG small (2)  | 791,609              | 1.131                             | 1.183                                                        | NCD                        | 03/13/2005          | 11/04/2005 | 12/19/2005 | 02/23/2006                             | 04/04/2006            | 03/10/2006    | 12/02/2006                          | مؤسسة اتصال للم تقنيات                  |
| C3-W1 & 2 | 48                        | 204/2005         | Solarville Lab(3) & Computer<br>lab(1) & classrooms addition(2)<br>& KG Large (1)              | 578,756              | 0.827                             | 0.870                                                        | NCD                        | 03/13/2005          | 11/03/2005 | 01/03/2006 | 02/08/2006                             | 04/09/2006            | 03/23/2006    | 12/15/2006                          | مؤسسة امل مدك للتقنيات                  |
| C3-W1 & 2 | 49                        | 210/2005         | Solarville Lab(3) & Computer<br>lab(3) & classrooms addition(4)<br>& KG Large (1)              | 660,006              | 0.943                             | 0.981                                                        | NCD                        | 03/13/2005          | 12/18/2005 | 01/18/2006 | 02/13/2006                             | 03/09/2006            | 04/25/2006    | 10/22/2006                          | مؤسسة نبعا للتقنيات التعليمية           |
| C3-W1 & 2 | 50                        | 202/2005         | Solarville Lab(4) & Netlab(1) &<br>classrooms addition(4) & KG small<br>(1) & KG Large (2)     | 462,105              | 0.642                             | 0.690                                                        | NCD                        | 03/13/2005          | 12/18/2005 | 01/18/2006 | 04/01/2006                             | 05/01/2006            | 05/06/2006    | 12/03/2006                          | شركة ماسون ماسون والمعمار               |
| C3-W1 & 2 | 51                        | 211/2005         | Solarville Lab(3) & Netlab (1) &<br>classrooms addition(2) & KG<br>Large (1)                   | 456,200              | 0.635                             | 0.497                                                        | NCD                        | 03/13/2005          | 11/07/2005 | 12/03/2005 | 01/06/2006                             | 02/13/2006            | 03/30/2006    | 10/26/2006                          | شركة عيسى رباب القادري والمعمار         |
| C3-W1 & 2 | 52                        | 205/2005         | Solarville Lab(4) & classrooms<br>addition(4) & KG small (3)                                   | 531,464              | 0.759                             | 0.724                                                        | NCD                        | 03/13/2005          | 11/08/2005 | 12/06/2005 | 01/25/2006                             | 02/28/2006            | 03/20/2006    | 09/26/2006                          | مؤسسة الفير للتقنيات التعليمية          |
| C3-W1 & 2 | 53                        | 180/2005         | Computer lab(2)                                                                                | 160,247              | 0.229                             | 0.290                                                        | NCD                        | 03/13/2005          | 10/24/2005 | 11/23/2005 | 01/08/2006                             | 02/07/2006            | 03/24/2006    | 06/22/2006                          | مؤسسة الفير للتقنيات                    |
| C3-W1 & 2 | 54                        | 181/2005         | Computer lab(3) & Netlab (2)                                                                   | 164,950              | 0.236                             | 0.329                                                        | NCD                        | 03/13/2005          | 10/24/2005 | 11/23/2005 | 12/05/2005                             | 01/06/2006            | 03/22/2006    | 06/20/2006                          | مؤسسة مدافع كراية للتقنيات<br>التعليمية |
| C3-W1 & 2 | 55                        | 182/2005         | Computer lab(3) & Netlab (1)                                                                   | 138,999              | 0.196                             | 0.267                                                        | NCD                        | 03/13/2005          | 10/24/2005 | 11/16/2005 | 12/28/2005                             | 02/27/2006            | 03/29/2006    | 06/27/2006                          | شركة تيمر للتقنيات التعليمية            |
| C3-W1 & 2 | 57                        | 217/2005         | Computer lab(3) & Netlab (1)                                                                   | 255,255              | 0.365                             | 0.339                                                        | NCD                        | 03/13/2005          | 10/24/2005 | 11/15/2005 | 03/01/2006                             | 04/03/2006            | 05/17/2006    | 08/15/2006                          | شركة سمير مصطفى وشركاه                  |
| C3-W1 & 2 | 59                        | 229/2005         | Computer lab(7) & classrooms<br>addition(2)                                                    | 191,868              | 0.274                             | 0.275                                                        | NCD                        | 03/13/2005          | 11/23/2005 | 12/23/2005 | 01/15/2006                             | 03/16/2006            | 04/26/2006    | 07/29/2006                          | شركة سمير خليل وشركاه                   |
| C3-W1 & 2 | 60                        | 208/2005         | Computer lab(3) & Netlab (1) &<br>classrooms addition(1)                                       | 150,144              | 0.214                             | 0.259                                                        | NCD                        | 03/13/2005          | 11/20/2005 | 12/13/2005 | 03/13/2006                             | 04/19/2006            | 05/25/2006    | 09/18/2006                          | شركة فلاح ومندان                        |
| C3-W1 & 2 | 61                        | 209/2005         | Computer lab(2) & Netlab (1) &<br>KG Large (1)                                                 | 70,731               | 0.101                             | 0.102                                                        | NCD                        | 03/13/2005          | 12/04/2005 | 01/03/2006 | 03/08/2006                             | 04/04/2006            | 05/04/2006    | 09/02/2006                          | شركة فلاحية تيمر الهندسة                |
| C3-W1 & 2 | 62                        | 207/2005         | Computer lab(2) & Netlab (1) &<br>KG Large (1)                                                 | 135,252              | 0.183                             | 0.210                                                        | NCD                        | 03/13/2005          | 11/27/2005 | 12/27/2005 | 01/16/2006                             | 02/12/2006            | 03/28/2006    | 06/27/2006                          | مؤسسة الفير للتقنيات                    |
| C3-W1 & 2 | 63                        | 184/2005         | Computer lab(2)                                                                                | 169,999              | 0.270                             | 0.354                                                        | NCD                        | 03/13/2005          | 12/18/2005 | 01/17/2006 | 02/03/2006                             | 03/29/2006            | 04/26/2006    | 07/27/2006                          | شركة الفير للتقنيات                     |
| C3-W1 & 2 | 65                        | 186/2005         | Computer lab(3)                                                                                | 163,175              | 0.262                             | 0.253                                                        | NCD                        | 03/13/2005          | 10/24/2005 | 11/23/2005 | 12/11/2005                             | 01/24/2006            | 03/31/2006    | 05/30/2006                          | شركة ابراهيم ابراهيم والمعمار           |
| C3-W1 & 2 | 66                        | 187/2005         | Computer lab(2)                                                                                | 210,688              | 0.301                             | 0.297                                                        | NCD                        | 03/13/2005          | 12/22/2005 | 01/01/2006 | 02/16/2006                             | 03/23/2006            | 04/22/2006    | 07/21/2006                          | مؤسسة جويديا للتقنيات                   |
| C3-W1 & 2 | 67                        | 188/2005         | Solarville Lab(4) & Computer<br>lab(1) & Netlab (2) & classrooms<br>addition(4) & KG Large (1) | 621,992              | 0.889                             | 0.851                                                        | NCD                        | 03/13/2005          | 11/29/2005 | 12/04/2005 | 01/06/2006                             | 03/12/2006            | 04/21/2006    | 12/17/2006                          | شركة السكندرية والمعمار                 |
| C3-W1 & 2 | 68                        | 189/2005         | Solarville Lab(4) & Computer<br>lab(2) & classrooms addition(4) &<br>KG Large (2)              | 521,104              | 0.764                             | 0.883                                                        | NCD                        | 03/13/2005          | 12/07/2005 | 01/04/2006 | 02/02/2006                             | 03/09/2006            | 04/08/2006    | 01/02/2007                          | مؤسسة عبد السيد الموسعة للتقنيات        |



Education Reform for Knowledge Economy 1 (ERKE 1) Project  
Procurement Plan for Works-Extensions Phase 1

| REF #     | Task<br>num<br>ber | Description                                                                                           | Est.<br>Amount<br>JD | Est.<br>Amount<br>US\$<br>millio | Lowest Prices<br>submitted in<br>opened bids US\$<br>million | Proc.<br>u.<br>Meth<br>od | Start Date<br>Prep. | Adverts    | Bids Open  | Eval.<br>Comp.<br>Award<br>Contract | Contract<br>Sign date | Comm.<br>Date | Contract<br>End Date | Contract Name                    |
|-----------|--------------------|-------------------------------------------------------------------------------------------------------|----------------------|----------------------------------|--------------------------------------------------------------|---------------------------|---------------------|------------|------------|-------------------------------------|-----------------------|---------------|----------------------|----------------------------------|
| C3-W1 & 2 | 60                 | Scientific Lab(2) & Computer lab(2) & Rehab(2) & classrooms addition(4) & KG small (1)                | 533,132              | 0.742                            | 0.712                                                        | NCB                       | 03/13/2005          | 11/20/2005 | 12/26/2005 | 03/02/2006                          | 03/09/2006            | 04/23/2006    | 11/19/2006           | مدرسة عبد الحميد الحويطة للدارات |
| C3-W1 & 2 | 70                 | Scientific Lab(2) & Computer lab(2) & Rehab(1) & classrooms addition(3) & KG small (1) & KG Large (2) | 616,229              | 0.880                            | 0.749                                                        | NCB                       | 03/13/2005          | 12/12/2005 | 01/11/2006 | 03/16/2006                          | 03/14/2006            | 04/13/2006    | 11/09/2006           | مدرسة القصور الدولية للدارات     |
| C3-W1 & 2 | 71                 | Scientific Lab(2) & Computer lab(2) & Rehab(2) & classrooms addition(5)                               | 362,255              | 0.546                            | 0.468                                                        | NCB                       | 03/13/2005          | 11/30/2005 | 12/23/2005 | 03/05/2006                          | 03/13/2006            | 03/20/2006    | 11/16/2006           | مدرسة الحسن الحفلات للتربية      |
| C3-W1 & 2 | 72                 | Scientific Lab(2) & Computer lab(2) & Rehab(1) & classrooms addition(12) & KG Large (2)               | 254,476              | 0.364                            | 0.303                                                        | NCB                       | 03/13/2005          | 11/23/2005 | 12/23/2005 | 01/16/2006                          | 03/27/2006            | 03/28/2006    | 12/24/2006           | مدرسة ابو حنيفة للدارات          |
| C3-W1 & 2 | 73                 | Scientific Lab(2) & Computer lab(2) & Rehab(1) & classrooms addition(12) & KG Large (2)               | 399,826              | 0.571                            | 0.570                                                        | NCB                       | 03/13/2005          | 11/24/2005 | 12/16/2005 | 03/06/2006                          | 04/13/2006            | 05/20/2006    | 12/16/2006           | مدرسة الحسن الحفلات للتربية      |
| C3-W1 & 2 | 74                 | Scientific Lab(2) & Computer lab(2) & Rehab(2)                                                        | 385,232              | 0.556                            | 0.523                                                        | NCB                       | 03/13/2005          | 12/18/2005 | 01/17/2006 | 03/23/2006                          | 03/27/2006            | 04/26/2006    | 10/23/2006           | مدرسة وديعة الحفلات للتربية      |
| C3-W1 & 2 | 76                 | Scientific Lab(2) & Computer lab(2) & Rehab(1) & classrooms addition(1) & KG Large (1)                | 483,178              | 0.693                            | 0.674                                                        | NCB                       | 03/13/2005          | 01/24/2006 | 02/23/2006 | 03/06/2006                          | 04/04/2006            | 05/04/2006    | 10/31/2006           | مدرسة نور الدين الحفلات          |
| C3-W1 & 2 | 86                 | Scientific Lab(2) & Computer lab(2) & Rehab(1) & classrooms addition(8) & KG Large (2)                | 633,441              | 0.905                            | 0.796                                                        | NCB                       | 03/13/2005          | 12/15/2005 | 01/14/2006 | 03/16/2006                          | 03/28/2006            | 04/28/2006    | 11/24/2006           | مدرسة نقيب الحفلات               |
| C3-W1 & 2 | 275                | Scientific Lab(2) & Computer lab(2) & Rehab(1) & classrooms addition(8) & KG Large (2)                |                      |                                  |                                                              | NCB                       | 12/14/2006          | 25/01/2006 | 03/04/2006 | 13/04/2006                          | 03/16/2006            | 12/12/2006    |                      |                                  |
| C3-W1 & 2 | 285                | Scientific Lab(2) & Computer lab(2) & Rehab(1) & classrooms addition(20) & KG Large (1)               |                      |                                  |                                                              | NCB                       | 12/13/2006          | 02/10/2006 | 03/04/2006 | 03/27/2006                          | 04/16/2006            | 05/14/2006    | 01/09/2007           | مدرسة سويح الحفلات               |
| C3-W1 & 2 | 274                | Computer lab(2) & classrooms addition(18) & KG small (1)                                              |                      |                                  |                                                              | NCB                       | 12/14/2006          | 01/29/2006 | 02/08/2006 | 03/12/2006                          | 04/24/2006            | 05/24/2006    | 12/20/2006           | مدرسة طه الحفلات للتربية         |
| C3-W1 & 2 | 279                | Computer lab(2) & classrooms addition(13)                                                             |                      |                                  |                                                              | NCB                       | 08/03/2006          | 01/19/2006 | 03/14/2006 | 03/29/2006                          | 04/12/2006            | 05/17/2006    | 09/15/2006           | مدرسة سلطان بن سعود              |
| C3-W1 & 2 | 225                | Scientific Lab(2) & Computer lab(2) & Rehab(1) & classrooms addition(7) & KG small (2)                |                      |                                  |                                                              | NCB                       | 08/28/2006          | 01/10/2006 | 02/02/2006 | 03/20/2006                          | 05/22/2006            | 07/01/2006    | 01/27/2007           | مدرسة اهل حنيفة الحفلات          |
| C3-W1 & 2 | 154                | Computer lab(2) & classrooms addition(1)                                                              |                      |                                  |                                                              | NCB                       | 07/31/2006          | 12/21/2006 | 01/02/2006 | 03/10/2006                          | 05/05/2006            | 06/05/2006    | 09/04/2006           | مدرسة اهل الحفلات                |
| C3-W1 & 2 | 262                | Computer lab(2)                                                                                       |                      |                                  |                                                              | NCB                       | 08/28/2006          | 12/27/2006 | 01/02/2006 | 03/12/2006                          | 05/11/2006            | 06/05/2006    | 09/04/2006           | مدرسة موسى الحفلات للدارات       |
| C3-W1 & 2 | 226                | Scientific Lab(2) & Computer lab(2) & classrooms addition(16)                                         |                      |                                  |                                                              | NCB                       | 10/27/2006          | 12/14/2006 | 01/14/2006 | 03/22/2006                          | 03/06/2006            | 07/15/2006    | 03/10/2007           | مدرسة النصار للتربية             |
| C3-W1 & 2 | 263                | Computer lab(2)                                                                                       |                      |                                  |                                                              | NCB                       | 02/08/2006          | 01/03/2006 | 02/02/2006 | 04/19/2006                          | 03/26/2006            | 06/07/2006    | 03/26/2006           | مدرسة اهل الحفلات                |
| C3-W1 & 2 | 11                 | Computer lab(2) & Rehab(1)                                                                            |                      |                                  |                                                              |                           | 03/20/2006          | 01/22/2006 | 02/21/2006 | 03/05/2006                          | 04/28/2006            | 05/11/2006    | 09/03/2006           | مدرسة اهل الحفلات                |

Education Reform for Knowledge Economy (ERKE-1) Project  
Procurement Plan for Works-Equipment Phase 2

| RFP #     | package number | Tender Number | Description                                                                              | Est. Amount USD | Est. Amount million USD | Award Value USD million | Lowest Prices submitted in opened bids USD million | Pres. Method | Schedule   |       |            |            |                              | Contract Estimated End Date | Contractor Name |
|-----------|----------------|---------------|------------------------------------------------------------------------------------------|-----------------|-------------------------|-------------------------|----------------------------------------------------|--------------|------------|-------|------------|------------|------------------------------|-----------------------------|-----------------|
|           |                |               |                                                                                          |                 |                         |                         |                                                    |              | Start Date | Prep. | Adverts    | Bid Opens  | Evalua. Comp. Award Contract | Comm. Date                  |                 |
| C3-W1.1.2 | 7 A            | 42000         | Scientific Lab(1) & Computer Lab(4) & classrooms addition(1) & RO small(1)               | 610,150         | 1,169                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 7 B            | 44000         | Scientific Lab(1) & Computer Lab(4) & classrooms addition(1) & RO small(1)               |                 |                         |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 8              | 790000        | Computer Lab(3) & classrooms addition(3) & RO small(1) & RO Large(1)                     | 353,134         | 0,604                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 10 B           | 120000        | Computer Lab(1) & classrooms addition(1)                                                 | 240,816         | 0,265                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 15 C           | 2000000       | Computer Lab(4)                                                                          | 190,000         | 0,278                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 15 D           | 2040000       | Computer Lab(4) & RO small(1)                                                            |                 |                         |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 16             | 730000        | Computer Lab(7)                                                                          | 104,017         | 0,234                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 20 A           | 2000000       | Computer Lab(4) & RO small(1)                                                            | 148,451         | 0,212                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 20 B           | 2700000       | Computer Lab(4) & classrooms addition(1)                                                 |                 |                         |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 21             | 750000        | Computer Lab(7) & classrooms addition(1)                                                 | 117,482         | 0,166                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 22             | 760000        | Computer Lab(8)                                                                          | 81,225          | 0,115                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 30 A           | 1600000       | Scientific Lab(1) & Computer Lab(4) & classrooms addition(1) & RO small(1) & RO Large(1) | 670,820         | 0,867                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 33 B           | 1500000       | Computer Lab(4) & RO small(1) & RO Large(1)                                              |                 |                         |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 46             | 2000000       | Computer Lab(4) & RO small(1)                                                            | 350,786         | 0,501                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 47             | 2100000       | Computer Lab(4) & RO small(1)                                                            | 200,550         | 0,333                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 60             | 2400000       | Computer Lab(4)                                                                          | 147,507         | 0,211                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 61             | 2440000       | Scientific Lab(1) & Computer Lab(4) & classrooms addition(1) & RO small(1)               | 508,660         | 0,755                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 67             | 2600000       | Scientific Lab(1) & Computer Lab(4) & RO small(1) & RO Large(1)                          | 508,122         | 0,727                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 67             | 2610000       | Scientific Lab(1) & Computer Lab(4) & RO small(1) & RO Large(1)                          | 577,279         | 0,825                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 100            | 2600000       | Scientific Lab(1) & Computer Lab(4) & classrooms addition(1) & RO small(1) & RO Large(1) | 638,031         | 0,913                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |
| C3-W1.1.2 | 100            | 3070000       | Scientific Lab(1) & Computer Lab(4) & classrooms addition(1) & RO small(1)               | 553,387         | 0,857                   |                         |                                                    | NCR          | 03/09/2007 |       | 12/03/2006 | 01/03/2007 | 03/10/2007                   | 07/10/2007                  | TBD             |

2006

Revised June 22 2006

| No. | REF #     | Description                                                                                                                                                                        | Est. Amount<br>US\$ | Level of<br>Effort | Procu.<br>Method | Schedule    |               |                        |                     |                  |                      | Final<br>Delivery | Original<br>Contract<br>Amount US\$ | Final<br>Contract<br>Value US\$ | Consultant<br>Name     | Prior<br>Review |
|-----|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------|------------------|-------------|---------------|------------------------|---------------------|------------------|----------------------|-------------------|-------------------------------------|---------------------------------|------------------------|-----------------|
|     |           |                                                                                                                                                                                    |                     |                    |                  | TOR No-Obj. | Adverts (Est) | Prepara.<br>Short list | Evaluation<br>Comp. | Commenc.<br>Date | Contract<br>End Date |                   |                                     |                                 |                        |                 |
| 1   | 1.2.5     | Training Program to Develop the Technical Capacity of Minister's and Secretary General's Office Staff in Office Management                                                         | \$ 75,000.00        | 70 d               | Ind. Sel.        | 19-Apr-06   | 2-May-06      | 7-May-06               | 28-May-06           |                  |                      | Dropped           |                                     |                                 |                        | Yes             |
| 2a  | 1.3.6     | Needs Assessment: Training Program to Develop the Capacity of MOE Staff in English Language                                                                                        | \$ 44,000.00        | 20 d<br>1 mo       | Ind. Sel.        | 12-Apr-05   | 27-Apr-06     | 14-May-06              | 28-May-06           |                  |                      | Dropped           |                                     |                                 |                        | No              |
| 2b  | 1.2.5     | English Training for MOE Staff                                                                                                                                                     | \$ 101,000.00       | 2304<br>hours      | FIRM<br>OCBS     |             |               |                        |                     |                  |                      | Dropped           |                                     |                                 |                        | No              |
| 3a  | 1.2.6     | Needs Assessment: Training Program to Develop the Capacity of MOE Staff in ICT Skills                                                                                              | \$ 44,000.00        | 20 d<br>1 mo       | Ind. Sel.        | 12-Apr-06   | 27-Apr-06     | 14-May-06              | 28-May-06           |                  |                      | Dropped           |                                     |                                 |                        | No              |
| 3b  | 1.2.6     | MIS and ICT Training for MOE Staff                                                                                                                                                 | \$ 101,000.00       | 2304<br>hours      | FIRM<br>OCBS     |             |               |                        |                     |                  |                      | Dropped           |                                     |                                 |                        | No              |
| 4   | 1.2.6     | Gender Equality: Local Consultant (Year 2)                                                                                                                                         | \$ 12,000.00        | 229 d<br>12 mo     | Ind. Sel.        | 15-Nov-06   | 25-Nov-06     | 15-Dec-06              | 31-Dec-06           | 15-Jan-07        | 15-Jan-08            |                   |                                     |                                 |                        | No              |
| 5   | 1.6       | CIDA Trust Fund Administrative Support                                                                                                                                             | \$ 16,800.00        | 229 d<br>12 mo     | Ind. Sel.        | 11-May-06   | 31-May-06     | 3-Jun-06               | 25-Jul-07           | 3-Sep-06         | 3-Sep-07             |                   | \$ 15,254.24                        |                                 | Ms. Rula<br>AbuRuh     | No              |
| 6   | 2.1.2.4   | Review of Program Structure Grades 1-12                                                                                                                                            | \$ 70,000.00        | 80 d<br>4 mo       | Ind. Sel.        | 11-May-06   | 25-May-06     | 15-Sep-06              | 31-Oct-06           | 1-Dec-06         |                      |                   |                                     |                                 | Ms. Brenda<br>Proffers | Yes             |
| 7   | 2.1.2.4   | Local Consultant Review of Program Structure Grades 1-12                                                                                                                           | \$ 15,000.00        | 80 d<br>4 mo       | Ind. Sel.        | 11-May-06   | 25-May-06     |                        |                     |                  |                      |                   |                                     |                                 |                        | No              |
| 8   | 2.1.2.4.1 | Development and Implementation of Indicators of Student Performance for Basic and Secondary Education.                                                                             | \$ 331,000.00       | 600 d<br>30 mo     | FIRM<br>OCBS     | 11-May-06   | 29-Aug-06     | 2-Oct-06               | 1-Jan-07            | 1-Feb-07         | 30-Dec-08            |                   |                                     |                                 |                        | Yes             |
| 9   | 2.1.2.0.8 | School Improvement Program                                                                                                                                                         | \$ 158,000.00       | 220 d<br>11 mo     | FIRM<br>OCBS     | 1-Mar-07    | 15-Mar-07     | 15-Apr-07              | 15-Jun-07           | 15-Jul-07        |                      |                   |                                     |                                 |                        | Yes             |
| 10  | 2.1.2.4   | Location Training-Mathematics (team leader)                                                                                                                                        | \$ 25,000.00        | 20 d<br>1 mo       | Ind. Sel.        | 21-Aug-06   | 6-Sep-06      | 12-Oct-06              | 1-Dec-06            | 15-Jan-07        |                      |                   |                                     |                                 |                        | No              |
| 11  | 2.1.2.4   | Location Training-Mathematics (coordinator)                                                                                                                                        | \$ 48,500.00        | 21 d               | Ind. Sel.        | 20-Apr-07   | 3-May-07      | 1-Jun-07               | 15-Jan-07           | 1-Jul-07         |                      |                   |                                     |                                 |                        | No              |
| 12  | 2.1.2.4   | Location Training-Special Education (team leader)                                                                                                                                  | \$ 25,000.00        | 20 d<br>1 mo       | Ind. Sel.        | 20-Apr-07   | 3-May-07      | 1-Jun-07               | 15-Jan-07           | 1-Jul-07         |                      |                   |                                     |                                 |                        | No              |
| 13  | 2.1.2.4   | Location Training-Special Education (coordinator)                                                                                                                                  | \$ 48,500.00        | 21 d               | Ind. Sel.        | 20-Apr-07   | 3-May-07      | 1-Jun-07               | 15-Jan-07           | 1-Jul-07         |                      |                   |                                     |                                 |                        | No              |
| 14  | 2.1.2.4   | Location Training-Resource Acquisition (team leader)                                                                                                                               | \$ 25,000.00        | 20 d<br>1 mo       | Ind. Sel.        | 20-Apr-07   | 3-May-07      | 1-Jun-07               | 15-Jan-07           | 1-Jul-07         |                      |                   |                                     |                                 |                        | No              |
| 15  | 2.1.2.4   | Location Training-Resource Acquisition (coordinator)                                                                                                                               | \$ 48,500.00        | 21 d               | Ind. Sel.        | 20-Apr-07   | 3-May-07      | 1-Jun-07               | 15-Jan-07           | 1-Jul-07         |                      |                   |                                     |                                 |                        | No              |
| 16  | 2.1.5     | Location Training-Office Management (team leader)                                                                                                                                  | \$ 25,000.00        | 20 d<br>1 mo       | Ind. Sel.        | 20-Apr-07   | 3-May-07      | 1-Jun-07               | 15-Jan-07           | 1-Jul-07         |                      |                   |                                     |                                 |                        | No              |
| 17  | 2.1.5     | Location Training-Office Management (coordinator)                                                                                                                                  | \$ 48,500.00        | 21 d               | Ind. Sel.        | 20-Apr-07   | 3-May-07      | 1-Jun-07               | 15-Jan-07           | 1-Jul-07         |                      |                   |                                     |                                 |                        | No              |
| 18  | 2.1.2.4   | Review of Special Education Grades 1-12                                                                                                                                            | \$ 44,000.00        | 40 d<br>2 mo       | Ind. Sel.        | 19-Apr-06   | 2-May-06      | 4-Jul-06               | 4-Jul-06            | 29-Oct-06        | 30-Dec-06            |                   | \$ 39,282.30                        |                                 | Dr. Shirley<br>McBrine | No              |
| 19  | 2.1.2.4   | Special Education Review-Review-local counterpart                                                                                                                                  |                     | 40d 2 mo           | Ind. Sel.        |             |               |                        |                     |                  |                      |                   |                                     |                                 |                        | No              |
| 20  | 2.1.2.4   | Special Education Review-Diagnostic tests                                                                                                                                          | \$ 44,000.00        | 40 d 2 mo          | Ind. Sel.        | 18-Mar-07   | 9-Apr-07      | 23-Apr-07              | 17-May-07           | 17-Jun-06        |                      |                   |                                     |                                 |                        | No              |
| 21  | 2.1.2.4   | Special Education Review-Diagnostic tests-local counterpart                                                                                                                        |                     | 40 d 2 mo          | Ind. Sel.        | 18-Mar-07   | 9-Apr-07      | 23-Apr-07              | 17-May-07           | 17-Jun-06        |                      |                   |                                     |                                 |                        | No              |
| 22  | 2.1.2.4   | Special Education Review-training                                                                                                                                                  | \$ 44,000.00        | 40 d 2 mo          | Ind. Sel.        | 18-Mar-07   | 9-Apr-07      | 23-Apr-07              | 17-May-07           | 17-Jun-06        |                      |                   |                                     |                                 |                        | No              |
| 23  | 2.1.2.4   | Special Education Review-training-local counterpart                                                                                                                                | \$ 10,000.00        | 40 d 2 mo          | Ind. Sel.        | 18-Mar-07   | 9-Apr-07      | 23-Apr-07              | 17-May-07           | 17-Jun-06        |                      |                   |                                     |                                 |                        | No              |
| 24  | 2.1.2.4   | Consultant: Technical Assistance and Training for Development of Learning Resources and Teacher Support Materials in the area of Civics and History, Grades 1-12                   | \$ 32,250.00        | 60 day<br>3 mo     | Ind. Sel.        | 2-Nov-06    |               | 25-Dec-06              | 8-Jan-06            | 5-Mar-06         | 30-Aug-06            |                   | \$ 32,250.00                        |                                 | Dr. Mounir<br>Farah    | No              |
| 25  | 2.1.2.4   | Consultant: Technical Assistance and Training for Development of Learning Resources and Teacher Support Materials in the area of Civics and History, Grades 1-12-local counterpart | \$ 5,000.00         | 40 d 2 mo          | Ind. Sel.        |             |               |                        |                     |                  |                      |                   |                                     |                                 |                        | No              |

2006

Revised June 22 2006

| No. | REF #     | Description                                                                                                                                                                                                                    | Est. Amount<br>US\$ | Level of<br>Effort | Procurement<br>Method | TOR No-Ob | Adverts (Est)                | Prepara.<br>Short list | Evaluation<br>Comp. | Commenc.<br>Date | Contract<br>End Date   | Final<br>Delivery     | Original<br>Contract<br>Amount US\$ | Final<br>Contract<br>Value US\$ | Consultant<br>Name     | Prior<br>Review |
|-----|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------------|-----------------------|-----------|------------------------------|------------------------|---------------------|------------------|------------------------|-----------------------|-------------------------------------|---------------------------------|------------------------|-----------------|
| 26  | 2.1.2.4   | Consultant: Technical Assistance and Training for Development of Learning Resources and Teacher Support Materials in the area of Arabic Language, Grades 1-12                                                                  | \$ 33,050.00        | 40 d<br>2 mo       | Ind. Sel.             | 30-May-06 | 19-Jun-06                    | 14-Aug-06              | 14-Aug-06           | 26-Mar-06        | 30-May-06              |                       |                                     |                                 |                        | No              |
| 27  | 2.1.2.5   | Consultant: Technical Assistance and Training for Development of Learning Resources and Teacher Support Materials in the area of Arabic Language, Grades 1-12 local counterpart                                                | \$ 9,000.00         | 30 d               | Ind. Sel.             | 30-May-06 | 19-Jun-06                    | 14-Aug-06              | 14-Aug-06           | 26-Mar-06        | 30-May-06              |                       | \$ 8,987.31                         | \$ 8,537.94                     | Dr. Karaki             | No              |
| 28  | 2.1.2.6   | Consultant: Technical Assistance and Training for Development of Learning Resources and Teacher Support Materials in the area of Islamic Education Grades 1-12                                                                 | \$ 44,000.00        | 60 d<br>2 mo       | Ind. Sel.             |           |                              |                        |                     |                  |                        |                       |                                     |                                 |                        | No              |
| 29  | 2.1.2.7   | Consultant: Technical Assistance and Training for Development of Learning Resources and Teacher Support Materials in the area of Islamic Education Grades 1-12                                                                 | \$ 8,000.00         | 40 d<br>2 mo       | Ind. Sel.             | 31-May-06 | 3-Jul-06                     | 15-Aug-06              | 15-Oct-06           | 1-Feb-07         |                        |                       |                                     |                                 |                        | No              |
| 30  | 2.1.11    | Consultant to Assess Role of Learning Resource Centres as Regional Training Centres                                                                                                                                            | \$ 44,000.00        | 40 d<br>2 mo       | Ind. Sel.             | 8-Jun-06  | 15-Dec-06                    | 10-Jan-07              | 15-Jan-07           |                  |                        |                       |                                     |                                 |                        | No              |
| 31  | 3         | Support Learning Resource Centres as Regional Training Centres-building                                                                                                                                                        | \$ 248,200.00       | 530 d<br>26 mo     | FFRM<br>OCBS          |           |                              |                        |                     |                  |                        |                       |                                     |                                 |                        | No              |
| 32  | 2.1.11    | Support Learning Resource Centres as Regional Training Centres-Inds assessment local consultant                                                                                                                                | \$ 8,000.00         | 40 d<br>2 mo       | Ind. Sel.             | 8-Jun-06  | 15-Dec-06                    | 10-Jan-07              | 15-Jan-07           |                  |                        |                       |                                     |                                 |                        | No              |
| 33  | 1.3       | Evaluation of EDSS Design                                                                                                                                                                                                      | \$ 35,000.00        | 20 d               | Ind. Sel.             | 1-Dec-05  | 15-Dec-05                    | 25-Dec-05              | 15-Jan-07           |                  |                        |                       |                                     |                                 |                        | No              |
| 34  | 1.5       | Procurement of Information Systems in World Bank Funded Projects. ILO Turin Italy                                                                                                                                              | \$ 5,236.00         | 10 d               | sole<br>sourcing      | 1-Mar-06  | N/A                          | N/A                    | N/A                 | N/A              | 11-Sep-06              | 22-Sep-06             |                                     |                                 | Eng. Fiyal Agel        | Yes             |
| 35  | 1.5       | a) Conference on Measuring Early Childhood Development, Quebec Canada<br>b) International Program for Development Evaluation, Training, Ottawa Canada<br>NB: NO for one amount.                                                | \$ 18,513.00        | 3 d<br>1 mo        | sole<br>sourcing      | 1-Mar-06  | N/A                          | N/A                    | N/A                 | N/A              | 26-Apr-06<br>12-Jun-06 | 28-Apr-06<br>7-Jul-06 | \$ 18,513.00                        |                                 | Ms. Hour Abu Al Ragheb | Yes             |
| 36  | 1.5       | Project Cycle Management, ILO, Turin Italy                                                                                                                                                                                     |                     |                    |                       |           |                              |                        |                     |                  |                        |                       |                                     |                                 |                        | Yes             |
| 37  | 1.5       | Project Management in World Bank Funded Projects: Control of Project Delivery, Procurement and Financial Management Procedures, ILO Turin Italy                                                                                | \$ 3,635.00         | 5 d                | sole<br>sourcing      | 1-Mar-06  | N/A                          | N/A                    | N/A                 | N/A              | 03-Jul-06              | 10-Jul-06             |                                     |                                 | Ms. Lina Shakkas       | Yes             |
| 38  | 1.2.5     | Training Program to Develop and Strengthen the Technical Capacity of Ministry Staff to Participate in Planning Initiatives in the Ministry (IIEP/UNESCO Paris) NB: Original NO given for Feras Yasson, 16 Mar 05 (23,400 Euro) | \$ 28,000.00        | 9 mo               | sole<br>sourcing      | 4-Apr-06  | N/A                          | N/A                    | N/A                 | N/A              | NA                     | 30-May-07             | \$ 28,040.00                        |                                 | Mr. Nasser Al-Nad      | Yes             |
| 39  | 2.2.2     | Consultant Pre-service Teacher Training Conference Presentation and Facilitation                                                                                                                                               | \$ 40,050.00        | 11 d               | sole<br>sourcing      | 2-May-06  | N/A                          | N/A                    | N/A                 | 14-May-06        | 08-Jun-06              | 08-Jun-06             | \$ 13,605.00                        | \$ 13,005.00                    | Dr. Lawrence Ingvarson | Yes             |
| 40  | 2.2.2     | Consultant: Training for Development of School Development Units, Peer Coaching and Mentoring Activities.                                                                                                                      | \$ 44,000.00        | 40 d<br>2 mo       | Ind. Sel.             | 30-May-06 | 29-Jan-06                    | 1-Apr-07               | 1-Dec-05            | 1-Feb-07         | 03/01/2007             |                       |                                     |                                 |                        | No              |
| 41  | 2.1.1.4   | Curriculum Development for Pre-Vocational Grades 1-10 (Group 2 Phase 1) (2 phase consultancy of 40 d each)                                                                                                                     | \$ 88,000.00        | 80 d<br>4 mo       | Ind. Sel.             | 11-May-06 | 03-29-may-06<br>LN: 1-Jun-06 |                        |                     |                  |                        |                       |                                     |                                 |                        | Yes             |
| 42  | 2.1.1.4   | Consultant: Technical Assistance and Training for use of GIS in teaching and learning.                                                                                                                                         | \$ 25,000.00        | 23 d               | Ind. Sel.             | 15-Jun-06 | 28-Jun-06                    | 14-Aug-06              | 21-Aug-06           | 02-Jan-07        | 20/03/2007             |                       |                                     |                                 | Dr. Mark Lowry         | No              |
| 43  | 2.1.1.4.1 | Consultant: Technical Assistance and Training for item development in national testing.                                                                                                                                        | \$ 25,000.00        | 20 d               | Ind. Sel.             | 8-Jun-06  | 28-Jan-06                    |                        |                     |                  |                        |                       |                                     |                                 |                        | No              |
| 44  | 2.1.1.4.1 | Consultant: Technical Assistance and Training for implementation of improvements to the vocational training system.                                                                                                            |                     | Ind. Sel.          |                       |           |                              |                        |                     |                  |                        |                       |                                     |                                 |                        |                 |
| 45  | 1.5       | International Consultant, DCU                                                                                                                                                                                                  | \$ 200,000.00       | 180 d<br>9 mo      | Ind. Sel.             |           |                              |                        |                     |                  |                        |                       |                                     |                                 |                        |                 |

2006

Revised June 22 2006

| NO. | REF #   | Description                                                                                                                                                                                  | Est. Amount<br>US\$    | Level of<br>Effort | Procurement<br>Method | Schedule    |                               |                        |                     |                  | Final<br>Delivery    | Original<br>Contract<br>Amount US\$ | Final<br>Contract<br>Value US\$ | Consultant<br>Name    | Prior<br>Review |
|-----|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|--------------------|-----------------------|-------------|-------------------------------|------------------------|---------------------|------------------|----------------------|-------------------------------------|---------------------------------|-----------------------|-----------------|
|     |         |                                                                                                                                                                                              |                        |                    |                       | TOR No-Obj. | Adverts (Est)                 | Prepara.<br>Short list | Evaluation<br>Comp. | Commenc.<br>Date | Contract<br>End Date |                                     |                                 |                       |                 |
| 46  | 2.1.5.a | Technical Assistance and Training for Development of Learning Resources and Teacher Support Materials in the Area of Social Studies (History, Civics) Grades 1-12 (2 phases of 20 days each) | \$ 44,000.00           | 40 d<br>2 mo       | Ind Sel               | 30-May-06   | 19-Jun-06                     | 15-Sep-06              | 15-Oct-06           | 5-Dec-06         |                      |                                     |                                 | Dr. Ma'rid Obaidat    | No              |
| 47  | 2.1.5   | Technical Assistance and Training in Information Management in the Directorate of Curriculum and Textbooks                                                                                   | \$ 12,000.00           | 50 d<br>3 Mo       | Ind Sel               | 21-Aug-06   | LN: 11-Sep-06                 | 15-Oct-06              | 25-Dec-06           | 25-Jan-07        |                      |                                     |                                 |                       | No              |
| 48  | 2.1.5.a | Technical Assistance and Training for Development of Learning Resources and Teacher Support Materials in the Area of Physical Education Grades 1-12                                          | \$ 44,000.00           | 40 d<br>2 mo       | Ind Sel               | 8-Jun-06    | 26-Jun-06                     | 14-Aug-06              | 2-Oct-06            | 31-Oct-06        | 30-Jan-07            | \$ 12,000.00                        |                                 | Dr. Ali Dely          | No              |
| 49  | 2.1.5.a | Technical Assistance and Training for Development of Learning Resources and Teacher Support Materials in the Area of Art Grades 1-10                                                         | \$ 44,000.00           | 40 d<br>2 mo       | Ind Sel               | 30-May-06   | 22-Jun-06                     | 14-Sep-06              | 15-Oct-06           | 20-Nov-06        |                      |                                     |                                 | Dr. Khalid Al-Hamzah  | No              |
| 50  | 2.1.5.a | Technical Support for a Pilot Project to Develop Knowledge Centres in Jordanian Schools                                                                                                      | \$ 88,000.00           | 80 d<br>4 mo       | Ind Sel               | 21-Aug-06   | DG: 6-Sep-06                  | 12-Oct-06              | 15-Nov-06           | 15-Feb-07        |                      |                                     |                                 | Ms Amanda Buchan      | Yes             |
| 51  | 1.3     | Consultant to design and construct a website and to provide technical assistance to current MCE websites.                                                                                    | \$ 10,000.00           | 20 d               | Ind Sel               | 15d         | 15d                           | 15d                    | 15d                 | 15d              |                      |                                     |                                 |                       |                 |
| 52  | 2.1.5.a | Technical Assistance for Developing Learning Outcomes and Curriculum for Vocational Subjects Agriculture, Grades 11-12                                                                       | \$ 33,000.00           | 28 d               | Ind Sel               | 15-Jun-06   | 1-Aug-06                      | 6-Sep-06               | 15-Oct-06           | 15-Dec-06        |                      |                                     |                                 |                       | No              |
| 53  | 2.1.A.b | Technical Assistance for Developing Learning Outcomes and Curriculum for Vocational Subjects Hospitality, Grades 11-12                                                                       | \$ 33,000.00           | 28 d               | Ind Sel               | 15-Jun-06   | 1-Aug-06                      | 6-Sep-06               | 15-Oct-06           | 15-Dec-06        |                      |                                     |                                 |                       | No              |
| 54  | 2.1.A.b | Technical Assistance for Developing Learning Outcomes and Curriculum for Vocational Subjects 12 Home Economics, Grades 11-                                                                   | \$ 33,000.00           | 28 d               | Ind Sel               | 15-Jun-06   | 1-Aug-06                      | 6-Sep-06               | 15-Oct-06           | 15-Dec-06        |                      |                                     |                                 |                       | No              |
| 55  | 2.1.5.b | Capacity Building of the Directorate of Curriculum and Textbooks in the Area of Learning Resources Acquisition-Planning                                                                      | \$ 160,000.00          | 150 d              | Ind Sel               | 21-Aug-06   | DG: 6-Sep-06<br>LN: 10/9/2006 | 15-Oct-06              | 25-Nov-06           | 15-Jan-07        |                      |                                     |                                 |                       | Yes             |
| 56  |         | Technical Assistance for Developing Learning Outcomes and Curriculum for Vocational Subjects Industrial Education Grades 11-12                                                               | \$ 33,000.00           | 28 d               | Ind Sel               | 15-Jun-06   | 20-Jan-07                     | 15-Feb-07              | 10-Mar-07           | 01-Apr-07        |                      |                                     |                                 |                       | No              |
| 57  |         | Evaluation of Courses                                                                                                                                                                        | \$ 35,000.00           | 20 d               | Ind Sel               | 1-Feb-07    | 15-Feb-07                     | 10-Mar-07              | 31-Mar-07           | 01-May-07        |                      |                                     |                                 |                       |                 |
| 58  |         | Training Program to Develop the Technical Capacity of Teacher Trainers in English Language                                                                                                   | \$ 40,000.00           | 180d               | sole source           | 6-Jul-06    |                               |                        | 11-Jul-06           | 15-Aug-06        | 15-Feb-07            | \$ 40,121.00                        |                                 | British Council Amman | Yes             |
| 59  |         | Study tour to Develop the Technical Capacity of Directorate of Examinations and Testing Staff to Design and Implement Student Assessment Initiatives                                         | TBD                    | NA                 |                       |             |                               |                        |                     |                  |                      |                                     |                                 |                       |                 |
|     |         | <b>Total</b>                                                                                                                                                                                 | <b>\$ 2,310,888.00</b> |                    |                       |             |                               |                        |                     |                  |                      | <b>\$ 215,238.85</b>                |                                 |                       |                 |