

Concept Paper Preparation for ERfKE II

BACKGROUND

Introduction: Government Strategy and Education Reform

Jordan has persevered with a series of large scale education reform investments over the last two decades to achieve universal access to education and improvement in the quality of education programs, services and facilities. The impetus for the current phase of reform (ERfKE I, 2003-2008), was generated by the *'Vision Forum for the Future of Education in Jordan'* (September 2002) which set the scene and determined the directions for change. Under the leadership of His Majesty, King Abdullah II, and his personal vision and desire to make Jordan the IT hub of the Middle East, the statement of mission was expressed as:

"The Hashemite Kingdom of Jordan has the quality competitive human resource development systems that provide all people with lifelong learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and a skilled workforce."

Four education sector policy vectors for human resource development in Jordan were identified as follows:

- Structuring the educational system to ensure **lifelong learning**;
- Ensuring **responsiveness** of the educational system to the economy;
- Accessing and utilizing information and communications technologies to support **effective learning and system management**; and
- Ensuring **quality learning experiences and environments**.

With due regard to these vectors, and additional specific initiatives as agreed by the Forum participants, the Government of Jordan prepared a comprehensive and integrated proposal for further major reform of the education system. The proposal (Education Reform for Knowledge Economy), identified the following components for investment:

- **Reorientation of education policy objectives and strategies and reforming governance and administrative systems;**
- **Transformation of education programs and practices to achieve the learning outcomes relevant to the knowledge economy;**
- **Support for the provision of quality physical learning environments; and**
- **Promotion of learning readiness through expanded early childhood education.**

The overall objectives of the Education Reform for Knowledge Economy I (ERfKE I) Program has been to support the Government of Jordan (GOJ) in the transformation of the education system at

the early childhood, basic and secondary levels to produce graduates with the skills necessary for success in the knowledge economy. The objectives were made specific and detailed through the ERfKE I Five-Year Implementation Plan and Annual Work Plans. The Project through the implementation process has achieved many, but not all, and some not completely, of the intended results and outcomes in the last four and a half years. During the last Supervision Mission in May 2007, the World Bank Team reported that 'the MOE is well placed to build on the existing institutional and intellectual capacity to lead the preparation of ERfKE II' (Aide-memoire, May 2007, paragraph 11, page 3). It is important to note that in the same paragraph, the Bank reported that 'the Mission believes that some progress in five key areas of ERfKE I will be required to position the MOE to play the most effective role in ERfKE II preparation. These are:

- Communication for Reform
- Information for Planning
- Institutional Capacity for Policy Development and Strategic Planning
- Monitoring and Evaluation
- MOE ICT Resource Investments '

Notwithstanding the gains to be made in these areas during the last year of the current Project, the design and planning process for ERfKE II will need to take into consideration these key areas as cornerstone elements for progress and sustainability in next phase of reform.

SITUATIONAL REVIEW

Sector Context

Jordan is one of the smallest and less affluent economies in the Middle East with close to 15% of the population living below the poverty line. Jordan spends 6.4% of GDP and 13.5% of total government expenditures on education, higher than the average for countries with similar population sizes and income levels. However, when taking into account Jordan's much higher level of GNDI (25% higher than GDP) and young school-age population, Jordan's education spending drops to 4.6% of GNDI. Enrollment rates at each level of education are consistent with other countries at similar income levels, but population growth and socio-economic pressures are placing high demand for further expansion and improvement of infrastructure, programs and services. Jordan is well on its way to achieving the Millennium Development Goals in terms of primary completion rates and the elimination of gender disparities in education. In 2004, UNESCO ranked Jordan 18th out of 94 countries in the "Education for All" rating for gender and education, indicating that Jordan provides equal learning opportunities for males and females.

Recent international assessments of student achievements in science and math (TIMSS 2003 and PISA 2006) show improvements in Jordan's ranking in both subjects compared to earlier results. Jordan ranks above the international average in science and ahead of all participating BMENA countries; although in mathematics it remains slightly below average. There are encouraging signs, yet it is clear that additional and continuous improvement of the quality of basic and secondary education will be essential to support overall national economic development aspirations for employment creation, stimulation of economic diversification, income generation and reduction of poverty through increased regional and global competitiveness. To enable and support economic growth, the local labor market requires a supply of well skilled and highly

motivated secondary graduates; currently there are far too many youth and young adults who cannot meet the demands of the workforce or the entry requirements for higher education institutions. Despite significant improvements in women's participation in the economy, there remains inequality of opportunity in most, if not all, areas of employment.

Strategic Context

The design and planning process for the future reform program for early childhood, basic and secondary education (ERfKE II) will reference both international and national frameworks and guidelines for development and reform. The key documents are:

- **The UN Millennium Development Goals**
- **UNESCO Education for All**
- **The National Agenda 2006-2015** (2006)
- **The National Education Strategy** (2006), and
- **The Ministry of Education Strategic Plan, 2009-2013** (in preparation for February 2008)

The National Agenda stresses the importance of education in enhancing the capacity of Jordan's citizens as a key element in economic and social development. It links human resource development to the importance of 'investment attractiveness' within the context of an overall Government commitment to enhanced capacity and capability to deal with the global demands of the knowledge economy in the 21st Century. These human resource development directions of the Agenda are reflected in the National Education Strategy which details the key priority areas, principles and strategic actions for moving the education system forwards. The Ministry Strategic Plan will become, with due consideration of the other four documents, the overall framework for future system improvement and therefore will provide the specifics, in focus, direction and detail, for the actual process and product of the design and planning of ERfKE II.

Policy Shifts in the Provision of Education under ERfKE I

In the preparation phase for ERfKE I, key policy directions were identified with respect to the transformation of the education system to meet the requirements of what had been identified as the 'knowledge economy'. These policy shifts were captured in the design and content of the ERfKE I Project Program (*Statement of Sector Policy 2003*) and were described as:

1. Increasingly engaging various stakeholders in determining the direction, design and delivery of education in Jordan
2. Moving to an outcomes-based curriculum from an input-focused model of education;
3. Adopting a learner-centered approach to curriculum, teaching and learning;
4. Implementing a "core" curriculum, the learning outcomes of which can be met through different approaches with many different learning resources, and a "supplemental" curriculum to meet the various learning needs of different individuals
5. Incorporating a "lifelong learning" approach to the provision of education;
6. Implementing the role of teacher as the "facilitator" and "guide" for learning from a role of teacher as "provider" of information;
7. Recognizing the "professional" nature of teachers through an effective ranking and rewards system as compared to a civil service view of human resource management;

8. Investing in quality continuous professional development of education staff (teachers and leaders) rather than accepting pre-service training as sufficient to meet the needs of learners;
9. Ensuring equity in the provision of early childhood education by establishing Kindergartens in economically disadvantaged areas through government financed facilities and services;
10. Utilizing technology as a an integral part of the education and learning process and as a tool to support/enhance learning;
11. Enhancing the capacity of an independent educational monitoring and evaluation agency (National Center for Human Resources Development) to provide a neutral coordinated approach to national educational research and policy analysis and development;
12. Focusing increasingly on cost-efficiency measures within the educational system to acquire resources for quality enhancement activities rather than depending on annual increments to the education budget as the sole source of funds for educational improvements.

Required Policy Shifts in the Provision of Education for ERfKE II

Achievements to the end of ERfKE I require careful and complete evaluation, as part of the design and planning activities for ERfKE II, within a more rigorous policy-based context than has been established to date. ERfKE II will need to be designed to implement the National Strategy for Education within a process that is directly guided by policy review, assessment, and development as codified under the draft Policy and Strategic Framework (2007) for early childhood, basic and secondary education. A compilation of current and active policy documents was produced by the MOE in October 2007 and seven policy categories have been identified as: Education System; Accessibility and Equity; Education Finance; Human Resources; Learning Environment; Learner; Accreditation.

These categories are similar to, but not entirely consistent with, the categories for strategic initiatives as described by the National Education Strategy. However, it is to be expected that the MOE Strategic Plan development exercise will involve a review of both the Strategy and the policy review process to determine the policies needed (existing and required) to support system change. The broad strokes for reform that are likely to emerge from this process, to be represented in the Strategic Plan, and replicated as ERfKE II Project intentions and activities, are likely to be:

- Institutional development initiatives at both central and field levels to incorporate performance management systems (based on rationalization, efficiency, and improvement principles)
- Institutional development initiatives at both central and field levels to restructure fiscal management processes and practices within a results-oriented framework
- Learning organization initiatives that will focus on changing roles and professional working relationships (field directorates, principals, supervisors, teachers), with new approaches to performance assessment (self, peer, and formal evaluation) that are attached to competencies and standards and linked to accreditation, ranking and rewards systems
- Learning organization initiatives that involve support for the central place of the learner in outcome-based education through review and further renewal of program structure and

curriculum scope, sequence and content, diversification of core and supplemental learning resources (including e-content), teaching methodologies and assessment strategies, and new or renewed programs in career, physical education and health, and others areas that fulfill the needs for holistic education for all students

- Learning organization initiatives that provide the right resources and services to support individual student learning needs through special education, remedial and drop-out programs, and alternative ways for credentialing student achievement (graduation)
- Learning environment initiatives that provide additional general and dedicated facilities (schools and extensions), for student enrolment and appropriate program delivery at all levels, (KG, Basic and Secondary) and that will ensure universal connectivity and expanded ICT resources for learning, and fundamentally
- Overall system movement towards, and eventual compliance with, targets for access, equity, social and economic inclusion, relevance, and ultimately quality, as measured by a variety of system approved standards for performance and assessed by competencies, results, and achievements which are accredited through quality assurance mechanisms.

CONTINUITY IN THE EDUCATION REFORM PROCESS

Status of Reform under ERfKE I

The current and active Education Reform for Knowledge Economy Project (ERfKE I), was launched in July 2003. Implementation activities have therefore been in progress for four and a half years. During the time from Project inception to the current date, there has been a high degree of effort put forward by the Ministry of Education in active collaboration with funders, donors and project partners to build considerable momentum in the progress of the reform program. **At the time of the last World Bank Supervision Mission (May 2007), the Bank Team noted that the project was moving ahead successfully in many areas of implementation with positive indications of significant results and achievements. Although some activities had made a rapid start, others were slow to begin or were delayed for a variety of reasons.**

Furthermore, the World Bank Team acknowledged the soundly established ownership of the ERFKE Program within the Ministry and demonstration by leaders in the directorates of increased commitment to collaborate effectively to implement the actions that are needed to move ahead. **As the Program moves through its fifth year, it will be important to maximize the effectiveness and efficiency of all of the considerable resource inputs, keep the focus and ensure that further improvements are made in the quality of learning opportunities to support the highest levels of learning achievement throughout the Kingdom.**

Of crucial importance in the last year of ERfKE I, and with due regard to the Monitoring and Evaluation Framework Action Plans for 2007/2008, accurate documentation and reporting of results must be achieved through the use of specific and detailed performance indicators using baseline data resources for measurement and assessment of progress. This is essential to provide an increasingly rigorous record of the real and sustainable value of the results achieved.

Continuity of Reform (ERfKE I to ERfKE II)

Over the remaining life-span of the ERfKE I Program, it becomes increasingly important to monitor reform activities carefully to ensure that all remaining resources are utilized within a planned and

well-timed sequence and that a clear assessment is made of the status of all major activities within the Components and Sub-Components (currently active, to be implemented and completed, or not completed by December 2008). This involves a **monitoring and reporting process** that provides:

1. the current and predicted status of the process of implementation of activities, given a defined end date of December 31 2008, to ensure completion, or predict the degree of completion, and consequently adjust to provide a termination point that allows for acceptable partial completion
2. a comprehensive reporting summary of the effectiveness of investments in terms of inputs, progress and results (outputs, outcomes, potential long term impact) for assessment of the success of ERfKE I and planning of ERfKE II (Project Completion Reporting)
3. Qualitative and quantitative assessments from all sources that will support the planning process for ERfKE II (discussion of new extended activities, consideration of ERfKE I incomplete activities (to be eliminated or redesigned as new initiatives), and the review and inclusion of lessons learned from all Program implementers, donors and partners.

Planning for ERfKE II is also dependent on an **extended monitoring and evaluation process** that:

4. Incorporates the summary information (research results and recommendations, including the extrapolation of policy considerations) from the final reports of the Monitoring and Evaluation Studies as completed according to the Monitoring and Evaluation Framework for ERfKE I, and
5. Ensures, before the summer of 2008, of a series of Preparation Studies that survey and report on the current status, projected needs and potential plans for key identified areas for action in the next five years. Most of these studies are expected to be financed through the PHRD Grant Application by the World Bank to the Japanese Government and some through other sources of funding. To date, these studies have been identified as:
 - **School Planning:** an assessment of 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, while maintaining and enhancing quality gains. The report, data base and modeling tools that would emerge from the study will inform decisions about construction of additional schools under ERfKE II.
 - **Education Sector Financing:** this study will build on existing data about public and household expenditure on education from the PER and household surveys, review international experience in educational financing and develop recommendations for reform of the system that would optimize the allocation of resources for the sector, and look at options for decentralizing budget decisions to district offices and schools.
 - **Teacher Utilization:** an assessment of the selection, recruitment, qualifications, deployment and utilization of the teaching force with a view to identifying gaps and possible efficiency gains. The study would generate a report and an active

database that would provide a basis for improving the efficiency of utilization of the teaching force.

- **Options and Models for Pre-service Teacher Training:** this study will build on a review of current practices and approaches to pre-service provision, and assess their impact in terms of pedagogical benefits and cost effectiveness. This would provide for the development of a range of policy options for pre-service teacher training. The study would produce a report with policy options and a mechanism for modeling various combinations of options.
- **Vocational Education Reform Options for MOE:** The study will build on a thorough analysis of the current provision system, draw on international and regional experience and the Jordanian context. The study would map a process for the vocational education provided by the MOE to become the vocational education pillar of the national ETVET strategy, which emerged from the National Agenda; it may include a review of governance of vocational education institutions, retrospective tracer studies to map the relationship between vocational education and the labor market. It could propose mechanisms for more systematic longer term tracer studies to provide ongoing information on links to the labor market.
- **Options for Expansion of Access and Improvement of Quality of ECE:** this study will build on analysis of existing practices and recent developments in early childhood education, expanding the focus to cover the progressive transition from early childhood care to formal education, and proposing a range of institutional and policy options to produce the most cost-effective approach to ECE.
- **Decentralization of Ministry Processes:** this study will assess the implications of current and planned pilot initiatives at the field directorate and school levels for the decentralization of management and leadership decisions based on performance assessment and improvement systems and processes.
- **Other studies** as identified and determined.

ERfKE II PROJECT OVERVIEW

Rationale for and Overview of ERfKE II

Education reform is an iterative process that requires continuous cycles of identification, preparation, appraisal, implementation, completion, evaluation, and analysis for future project design. Although many reform intentions have been achieved with varying levels of success in the last five years under ERfKE I, it is apparent (based on regular reporting mechanisms, supervision reports, evaluation studies to date, and data on student achievement) that there is a need to **deepen the degree of impact** of many key areas of change and also extend the reform program to **cover other key targeted areas** for change that may have not been included as a focus within the previous program. Also, some of the intentions of ERfKE I have not been achieved and yet are integral to the overall long term success of education reform in Jordan. Some of these will require refashioning and recalibration as new activities under ERfKE II.

Given known needs for further reform, and building on the substantial accomplishments of the last five years, it is also important to ensure that the momentum of transformation is maintained through translation into a new and distinctly funded project for the next five years. Underlying

and emphasizing this need for continuity in the reform process are important considerations related to long term sustainability of the entire system improvement process in terms of institutional development, decentralization initiatives, school improvement processes, learning and teaching practices, and ICT resources to support learning. The need for sustained momentum extends to, and is also highly dependent upon, the intersection and alignment of human resources systems for capacity-building and succession planning within the Ministry. The following section provides suggestive rather than definitive descriptions of potential components, sub-components and action areas and these summaries by component will be refined through further broad discussion (MOE, lenders, donors, partners, stakeholders) in the early stages of the design and planning process.

General Structure

ERfKE II is envisioned to take a sector wide approach in that it will involve a group of funders and donors, relate significantly to the overall country assistance strategy for human resource development, and intersect directly through systemic linkages with reforms at other levels of education. It is projected that the ERfKE II program will include the following five components, four of which build directly upon work undertaken in ERfKE I:

Component One: Re-orient Education Policy Objectives and Strategies through Governance and Administrative Reform

Component Two: Transform Education Programs and Practices for the Knowledge Economy

Component Three: Support Provision of Quality Physical Learning Environments

Component Four: Promote Readiness for Learning through ECE

Component Five: Transform Vocational Education to Produce Labor Market Relevant Skills

Areas of Activity by Component

Component 1: Implement Education Policy Objectives and Strategies through Reform of Governance and Institutional Development

This component will carry forward the work initiated under ERfKE I, with a focus on building increased institutional capacity for a gradual move towards decentralization of the education system. Particular emphasis would be given to:

- accelerating the organizational change initiated under ERfKE I, including decentralization;
- ensuring the alignment of results-oriented budgeting with performance-based management and leadership development;
- establishing a strong policy and strategic planning role, and the implementation of the decision support system; and
- institutionalization of monitoring and evaluation in the Ministry.

National Strategy and Public Communications Campaign	a. Review and revision of National Strategy for Education b. Communications Campaign to support the Reform Process
Policy and Strategic Planning and Education Decision System Support	Development and implementation of an integrated information management system to incorporate current and future specific information systems and provide the basis for modeling policy options and supporting policy decision

	making, implementation and assessment
Institutional Development of the Central Ministry	Review of current structure, processes of the Ministry with respect to central directorate roles and functions Development of new structures, processes, roles and functions Implementation training for new roles, functions and processes
Field Directorate and School Development Roll-out	Development and implementation of a plan to roll-out key selected initiatives from the pilot program to all field directorates
Monitoring and Evaluation	a. MOE Monitoring and Evaluation Capacity Development b. Project M and E Program to be undertaken by an arms length' agency according to a precise and detailed monitoring and evaluation framework
Innovations Fund	Support for small projects to be initiated at the school and field directorate levels
Implementation Arrangements	Technical unit to coordinate and report on the planning and implementation of project activities within an integrated framework

Component 2: Transform Education Programs and Practices for the Knowledge Economy

This component lies at the heart of the reform of ERfKE I and will remain so for ERfKE II. The component will build on the progress achieved over the last five years and will focus in particular on deepening the reforms using the integrated approach that has proven critical to success. The sub-components will include:

- (i) a continued focus on curriculum development and learning assessment;
- (ii) a comprehensive approach to teacher education, including further capacity building school and local based professional development through such initiatives as school development units and communities of practice and
- (iii) upscaling the “learning through technology” approach supported by ICT in Education.

Curriculum Review and Renewal	Identification of target programs and subjects for review and curriculum renewal, sequenced over the five-year project
Learning Resources Development	Development and implementation of learning resources, including e-content, to supplement current text resources and progressively replace the focus on traditional forms of resources
Special Education	Program development, training programs, resources, and facilities construction and renewal for identified needs
Teacher Training: Pre-service	a. development and implementation of a new program for pre-service teacher education in concert with the universities b. development and implementation of a national institute for teacher education and leadership
Teacher Training: In-service	Improvements to the teacher in-service program including the implementation of school-based and on-line learning models for training, teacher professional development tracking and incentive programs
Student Assessment	Development and implementation of an item-banking system for student assessment (for school directorate, and system use) with respect to national tests and teacher/school assessments
ICT Infrastructure, Resources and Support	Completion of connectivity under the national broadband network, full implementation of the data repository and warehouse system, and acquisition and deployment of hardware and applications to support the ICT

	renewal plan and increase student access
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Component 3: Support Provision of Quality Physical Learning Environments

On the basis of an assessment of the utilization of the current stock of schools, and in light of projections of student growth and demographic trends including immigration or population movement, this component will address the most urgent school construction needs (including KGs). It would probably consist of two components:

- (i) construction of new schools and additional classrooms where needed; and
- (ii) increasing the availability of computers and ICT equipment and science labs to more deeply institutionalize learning in the knowledge economy.

Construction of New Schools	New schools will be constructed according to a plan to ensure access for all students to suitable learning facilities, eradicate double-shift schools and remove dependence on rented facilities
Extensions and Renovations	Facilities will be improved according to a renovation and extension plan that is based on extensive data regarding school conditions, maintenance requirements and needs for specialized facilities (laboratories, computer areas including multipurpose rooms, and other facilities)
Maintenance System	Development and implementation of a maintenance assessment and tracking system and a school hygiene and health initiative to support and sustain quality school environments

Component 4: Promote Readiness for Learning through ECE.

The significant achievements of ERfKE I in this regard provide a sound basis for expansion of access to the poor, deepening and enhancing system and curriculum reform, improving training of ECE providers, and assuring quality of early childhood services.

Curriculum and Learning Resources	a. Review and enhancement of the early childhood education curriculum and the development and acquisition of resources for learning b. Full implementation of a licensing and quality assurance program c. Development and implementation of linkages in curriculum, resources and training between early childhood education and the primary level
Teacher Training	a. Training program for new teachers b. In-service programs for teachers
Expansion of Programs and Services	Construction of kindergarten facilities in existing and new schools to support expansion of access to the K2 level
School/Parent/Community Relationships	Implementation of a national program for school/parent/community involvement in early childhood education

Component 5: Transform Vocational Education to Produce Labor Market Relevant Skills

While some attention was given to vocational schools in ERfKE I, comprehensive reform of the system to better align it with the needs of a changing labor market in an emerging knowledge economy has become urgent to ensure that MOE vocational education keeps pace with change being dictated by the National Agenda. Possible areas of focus include:

- (i) a policy component, drawing on the best international experience, trends in the region and specificities of the Jordanian context;
- (ii) a series of pilot initiatives to test various institutional options for reform;
- (iii) institutional linkages to employers, other training providers, and other VET reform initiatives in other ministries; and
- (iv) linkages with other TVET work in Jordan (i.e. community colleges and the Vocational Training Corporation).

Program Rationalization and Curriculum Development	Reduction and refocus of the vocational education programs in schools to maximize the emphasis on relevant skill and competencies through curriculum renewal supported by targeted initiatives in teacher training and equipment and resources deployment
Teacher Training	Teacher training programs for broad based programs and specialized vocational courses
Infrastructure, Facilities and Equipment	Development of specialized well-equipped regional centers for vocational education that will replace smaller school programs that are outmoded, under-equipped and under-resourced

Next Steps: The Planning Process for ERfKE II

Consideration is required at the current time of the structures and processes necessary to ensure sound design of the project plan. These deliberations will involve other Ministries (notably the Ministry of Planning and International Cooperation), the World Bank Supervision Team, all declared and potential funders and donors, partners and stakeholders. Preliminary discussions are required with all stakeholders and partners to ensure that a thoroughly representative, inclusive and transparent process is in place and fully operational during the design phase. It is appropriate also to fully engage the current donors and executing agencies for ERfKE I in the planning for ERfKE II. Donor support for implementation in ERfKE I, through technical assistance and other resources, has provided insights into future needs in key areas and activities, potential future initiatives and approaches, and ways and means for optimizing the likelihood for success in future implementation activities through lessons learned.

Finally, it is expected that the General Policy Steering Committee for ERfKE I will initiate the formal process for the design and planning of ERfKE II.

Annex

Draft Timetable of the Planning Process for ERfKE II

ERfKE II PLANNING TIMETABLE FOR 2008

Dates	WB Project Planning Requirements	GOJ Project Planning Requirements	Donor Participation	Comments and Actions
Pre-PCN Stage (MOE)				
Dec 07	Develop Concept Paper for Discussion		Review and Comments	PCN to be completed by Jan 15
PCN Stage				
Jan 08	Issue Concept Package		Discussions with all actual and potential donors with regard to implementation areas and activities and potential areas of support	
Jan 08	Concept Review Meeting (occurs 8 days after Issuance of Package)			In Washington before February Mission
Jan 08	Minutes of Concept Review Meeting (3 Days after Meeting)			
Feb 08	Preparation of PID (Project Information Document)		WB to meet with MOE and Donors during February Mission	Draft PID prepared by WB for February Mission and cleared by MOE before release
FEBRUARY 3 – 15: SUPERVISION MISSION (ERfKE I)/IDENTIFICATION MISSION (ERfKE II)				
QER Stage				
May 08	Issue Quality Enhancement Review Package		Further discussion with MOE to refine draft plans for activities, effort, costs	
May 08	Quality Enhancement Review			
June 08	QER Report			
JUNE 2008 PRE-APPRAISAL MISSION (if required: may be combined with Appraisal Mission)				
June 08	Draft PAD is required to be discussed during this Mission		Review and Comments	Results of Preparatory Studies are required before PAD
PAD Stage				
June 08	Send Decision Meeting Package for Clearance		Further discussion with MOE to refine draft plans for activities, effort, costs	WB document with MOE contributions. MOE to clear PAD before Negotiations
	Issue Decision Package			
	Decision Meeting			
	Minutes of Decision Meeting			
	Clear PID			
	Clear ISDS (Integrated Safeguards Data Sheet)			
	Disclose Environmental Assessment			

AUGUST 2008 APPRAISAL MISSION (GOJ Requirements to be determined before Mission)				
Aug/Sept 08	Appraisal Aide-memoire	Receipt of PAD and Draft Loan Agreement after finalized during Mission		Sector Policy Document to be prepared
Aug/Sept 08	Draft Letter of Sector Policy from Borrower	Meeting to be chaired by MOPIC with MOF, Central Bank of Jordan and all Project stakeholders	Donor representation in Meeting	
Aug/Sept 08		GOJ comments incorporated in PAD and Draft Loan Agreement are sent to WB		On receipt the World Bank suggests dates to commence Negotiations
Aug/Sept 08		Final Draft of PAD and DLA shared with the Ministerial Public Debt Committee for comment		Confirmation of dates/decision on the venue of Negotiations at the discretion of the SG of MOPIC
Negotiations Stage				
Sept 08	Clearance of Negotiations Package (WB Internal)			
Sept 08	Authorization to Negotiate			
Sept 08	Notice of Invitation to Negotiate	Cabinet Approval is required for the commencement of Negotiations and strikes the Negotiations Delegation, to be chaired by SG of MOPIC		
SEPTEMBER 2008 NEGOTIATIONS MISSION				
Sept 08	Minutes of Negotiations Status of Negotiations Report/Statutory Committee Report (WB Internal)	Negotiations are attended by MOF, MOPIC, CBJ and related stakeholders (implementing agencies)		
		Signed Minutes require Cabinet Approval and the Minister of MOPIC is authorized to sign the Loan Agreement		Signature or Delegation of the Signature Authority to the Jordanian Ambassador to the USA
		Prime Minister authorizes the Minister of Justice to issue the legal documents		
		MOPIC requests the World Bank to declare the Loan effective		
World Bank Board Stage				
Nov 08	Clearance –internal steps- Presentation to Board			
Nov 08	Declaration of Loan Effectiveness	MOPIC acknowledges receipt of the declaration of Loan Effectiveness		