

FILE

USAID/JORDAN

PROJECT PAPER

SCHOOL CONSTRUCTION III

278-0276

September 1985

1. TRANSACTION CODE
 A = Add
 C = Change
 D = Delete
 Amendment Number _____
 DOCUMENT CODE
 3

2. COUNTRY/ENTITY
 JORDAN

3. PROJECT NUMBER
 278-0276

4. BUREAU/OFFICE
 Asia/Near East 3

5. PROJECT TITLE (maximum 40 characters)
 School Construction III

6. PROJECT ASSISTANCE COMPLETION DATE (PACD)
 MM DD YY
 09 30 89

7. ESTIMATED DATE OF OBLIGATION
 (Under "B" below, enter 1, 2, 3, or 4)
 A. Initial FY 85 B. Quarter 4 C. Final FY 85

8. COSTS (\$000 OR EQUIVALENT \$1 =)

A. FUNDING SOURCE	FIRST FY 85			LIFE OF PROJECT		
	B. FX	C. L/C	D. Total	E. FX	F. L/C	G. Total
AID Appropriated To:						
(Grant)	()	(30,000)	(30,000)	()	(30,000)	(30,000)
(Loan)	()	()	()	()	()	()
Other U.S.:						
1.						
2.						
Host Country		11,400	11,400		11,400	11,400
Other Donor(s)						
TOTALS		41,400	41,400		41,400	41,400

9. SCHEDULE OF AID FUNDING (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	C. PRIMARY TECH. CODE		D. OBLIGATIONS TO DATE		E. AMOUNT APPROVED THIS ACTION		F. LIFE OF PROJECT	
		Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan	1. Grant	2. Loan
(1) ESF	620	790				30,000		30,000	
(2)									
(3)									
(4)									
TOTALS						30,000		30,000	

10. SECONDARY TECHNICAL CODES (maximum 6 codes of 3 positions each)

11. SECONDARY PURPOSE CODE

12. SPECIAL CONCERN CODES (maximum 7 codes of 4 positions each)

A. Code	BU	PART	BR
B. Amount	10,000	10,000	10,000

13. PROJECT PURPOSE (maximum 480 characters)
 To help satisfy the demand for school classroom space with modern, efficient teaching facilities to be used principally for compulsory cycle students (grades I-9)

14. SCHEDULED EVALUATIONS

Interim	MM	YY	Final	MM	YY
				09	89

15. SOURCE/ORIGIN OF GOODS AND SERVICES
 000 941 Local Other (Specify)

16. AMENDMENTS/NATURE OF CHANGE PROPOSED (This is page 1 of a _____ page PP Amendment.)

17. APPROVED BY
 Signature: Gerald F. Gower
 Title: Gerald F. Gower, Director

Date Signed
 MM DD YY
 09/19/85

18. DATE DOCUMENT RECEIVED IN AID/W, OR FOR AID/W DOCUMENTS, DATE OF DISTRIBUTION
 MM DD YY

TABLE OF CONTENTS

	<u>Page</u>
SUMMARY AND RECOMMENDATIONS	1
I. PROJECT BACKGROUND	1
A. Overview of Jordan's Educational System	1
1. The Jordanian Educational System	1
2. Five-Year Development Plans	6
3. Status of School Construction	7
B. Previous AID / Other Donor Assistance	8
1. School Construction I	8
2. School Construction II	8
3. Other AID Assistance	9
4. World Bank Loans	9
II. PROJECT PURPOSE/DESCRIPTION	11
A. Project Goal/Purpose	11
B. Project Description	11
1. Number and Description of Schools	11
2. Site Selection Criteria	11
3. Cost Estimates/Financing Plan	14
III. PROJECT ANALYSES	14
A. Socio-Economic Considerations	14
B. Technical Analysis	15
1. Standard Design	15
2. Utilities	15
3. Furnishings	16
C. Institutional/Administrative Analysis	16
1. GOJ Responsibilities	16
2. AID Responsibilities	17

X
3

	<u>Page</u>
D. Financial Analysis	17
1. Capital/Recurring Costs	17
2. Reasonableness of Capital Cost Estimates	18
3. Staffing	19
4. Maintenance	19
E. Environmental Considerations	21
IV. PROJECT IMPLEMENTATION	22
A. Implementation Planning	22
1. Construction Contracting	22
2. Construction Supervision	22
3. Procurement Arrangements	22
B. Implementation Schedule	23
C. Disbursement Method/Schedule	23
D. Project Monitoring/Evaluation	23
E. Grant Terms/Negotiating Status	29
1. CPs	29
2. Negotiating Status	29

ANNEXES

- A - Draft Project Authorization
- B - Logical Framework Matrix
- C - Standard School Design
- D - Standard School Costs
- E - Proposed School Sites
- F - Status of Jordanian School Construction Program
 - 1. New Classroom Construction (1980-84)
 - 2. Requirements for New Classrooms (1986-90)
- G - School Construction II (278-0232) Project Completion Report
- H - GOJ Request for Assistance
- I - ANPAC PID-like Document Approval Cable
- J - 611(e) Certification
- K - Statutory Check List
- L - Impact Identification and Evaluation
- M - Negative Environmental Determination

SUMMARY AND RECOMMENDATIONS

- A. Grantee: The Hashemite Kingdom of Jordan.
- B. Implementing Agencies: The Ministry of Education and the Ministry of Public Works.
- C. Amount: \$30.0 million to be authorized in FY 1985.
- D. Terms: This is a grant from Economic Support Funds.
- E. Total Project Costs: Project costs exclusive of land are \$41.4 million. AID will finance \$30.0 million of this amount using a modified Fixed Amount Reimbursement procedures.
- F. Project Description: The project will finance the construction, furnishing and equipping of an estimated 40 three-storey compulsory level schools (grade I-9) or about 1200 classrooms for males and females. New schools will basically accommodate the growing school age population, replace currently inadequate facilities, permit a reduction in currently inappropriate rented schools and allow conversion to single sessions in many areas where double session are being used because of a deficiency in school rooms. Each three-storey school is 3,000 sq. meters. The schools will include, as appropriate, libraries, laboratories, storage area, meeting halls, administrative rooms and toilet facilities. Site selection criteria, jointly agreed to by the GOJ and AID, will be used to decide where schools are built. In some cases a one or two-storey building may be appropriate.
- G. Project Purpose: To help satisfy demand for school classroom space with modern, efficient teaching facilities.
- H. Grantee Contribution: The Grantee will contribute necessary land and estimated \$11.4 million or 25% of project costs plus land. The Grantee will also operate and maintain the schools when completed.
- I. USAID Views: USAID endorses the proposed project.
- J. Statutory Checklist: All statutory criteria have been met. See Annex K.
- K. Issues: There are no outstanding issues.
- L. Recommendation: That a grant of \$30.0 million be authorized for the Schools Construction III project.

M. Project Committee:

Nasr Nasr
Abdalla Ahmad
George Ishaq
Ramon Romano

Chairman
Engineering
Program
Controller

N. Senior Review Committee:

Richard Brown
William Miller
Douglas Robertson
Mark Kraczkiewicz
Thomas Rishoi
Larry Donnelly
Richard Johnson

Program
Controller
Regional Legal Advisor
Regional Program Economist
Projects Office
Engineering Office
Deputy Director

I. PROJECT BACKGROUND

A. Overview of Jordan's Educational System

1. The Jordanian Education System:

Today Jordan has a modern educational system which provides basic education, vocational training, and advanced training to progressively larger numbers of its citizens. In view of its severely limited water and mineral resources, the Government of Jordan (GOJ) considers its labor force its most important productive asset. In the recent past, large numbers of Jordanians have migrated to the oil states. Despite somewhat diminished demands for their services, their repatriated earnings constitute the country's single largest source of foreign exchange. At home, high literacy and skills levels contribute to the success of development efforts. Thus, the GOJ continues to attach great importance to the continuing development and expansion of its educational system.

The modern Jordanian education system began in 1921, the year of the formation of the State of Trans-Jordan, with the construction of about 20 elementary schools and the establishment of three intermediate secondary schools. From then until independence in 1946, the system was enlarged and improved. In 1939, education was first made compulsory by enactment of a law requiring all Jordanians to attend the first five years of elementary school. By 1946 there were 70 elementary and secondary schools in the country.

After independence, the education system was expanded rapidly to accommodate ever-increasing pressures for development and to accommodate the country's rapidly expanding school-age population accounted for by population growth and a large influx of refugees. The high level of demand for education to meet the social and economic aspirations of Jordanians is reflected in net enrollment ratios which compare (for each age group) the number of students in school against the total population. Tables I-A, I-B, and I-C which follow illustrate the rapid growth in net enrollment ratios and student enrollments for the population as a whole.

Since 1975, access to education has improved dramatically. Enrollments have increased by about 30% at the elementary level (grades 1-6), 88% at the preparatory level (grades 7-9), and 178% at the secondary level (grades 10-12). By Middle Eastern standards, female school enrollment was already high in 1974/75. Since then, female enrollment, as a percentage of total enrollment, has risen from 46 to 48% at the elementary level, from 43 to 46% at the preparatory level, and from 37 to 46% at the secondary level.

These gains were achieved through a significant expansion of educational infrastructure, in both permanent and temporary facilities. During the previous plan period (1976-1980), the MOE opened nearly 300 schools comprising about 5,000 classrooms in the compulsory (compulsory includes elementary and preparatory grades 1-9), secondary and post-secondary education cycles. Half of these, however, were rented facilities which do not meet the Government's standards for permanent schools.

x
7

Table I-A

ENROLLMENT AS PERCENT OF SCHOOL AGE POPULATION

<u>Level/Sex</u>	<u>1969/70</u>	<u>1974/75</u>	<u>1978/79</u>	<u>1983/84</u>
Elementary	65.6	96.5	90.9	89.3
Male	69.7	100.9*	92.7	88.9
Female	61.1	91.8	88.9	89.8
Preparatory	51.4	79.9	81.9	91.2
Male	58.9	87.5	85.5	93.0
Female	42.5	71.7	78.2	89.0
Secondary	32.1	45.9	57.8	68.2
Male	42.6	53.8	64.7	67.9
Female	20.5	37.8	51.0	68.6

Source: MOE "Statistical Educational Yearbooks." (Notes: (1) A net enrollment ratio of 100.9 (*) is impossible, by definition; (2) The apparent drop in net enrollment ratios from 1974/75 to 1978/79 is due to an updating of estimates of total population in various age groups. Therefore, the above figures should be considered approximate only.)

Table I-B

STUDENT ENROLLMENT

<u>TYPE OF STUDENT</u>	<u>1978/79</u>	<u>1983/84</u>	<u>TOTAL INCREASE</u>	<u>PERCENT INCREASE</u>
Elementary	428,535	473,027	44,492	10%
Preparatory	138,801	181,432	42,631	31%
Secondary (Academic)	62,115	94,008	31,893	51%
Secondary (Vocational)	8,826	14,094	5,268	60%
Post Secondary (Voc.&T.T.)	8,861	28,167	19,306	218%
University	8,358	22,302	13,944	167%
TOTAL	675,496	813,030	157,594	21%

8

Table I-C

TOTAL STUDENT ENROLLMENTS (1974-1985)

		<u>1974/75</u>	<u>1979/80</u>	<u>1984/85</u>
Elementary	Male	200,452	235,440	258,864
	Female	171,179	212,971	245,412
	Total	<u>371,631</u>	<u>448,411</u>	<u>504,276</u>
Preparatory	Male	59,246	86,459	108,339
	Female	41,432	72,131	96,463
	Total	<u>100,678</u>	<u>158,590</u>	<u>204,802</u>
Secondary (Academic)	Male	23,138	45,291	49,917
	Female	14,016	34,882	48,685
	Total	<u>37,154</u>	<u>80,173</u>	<u>98,602</u>
Secondary (Vocational)	Male	3,874	6,656	18,679
	Female	1,620	3,224	10,347
	Total	<u>5,494</u>	<u>9,880</u>	<u>29,026</u>
Total	Male	286,710	373,846	435,799
	Female	228,247	323,208	400,907
	Total	<u>514,957</u>	<u>697,054</u>	<u>836,706</u>

↑
9

The Government continued to pursue its objective of reducing student-teacher ratios through continuing support for teacher education. Table I-E which follows indicates improvements in the student-teacher ratio over the past decade.

With the assistance of the World Bank, the Ministry expanded its effort to diversify education and link it to the needs of development through two important measures: the establishment of general vocational secondary schools, and the development of pre-vocational instruction courses for students pursuing general studies in both preparatory and secondary schools.

The Government also acted decisively during the previous plan period to provide an employment orientation for students in academic programs, most of whom do not receive actual vocational instruction during their formal studies. In 1979, the National Board of Education ruled that students in grades 5-12 are to receive at least 2 hours per week of prevocational instruction, while students in grades 1-4 receive 2 hours per week of practical activities instruction. Suitable curricula for the pre-vocational instruction and practical activities courses have now been prepared, but implementation is hampered by lack of suitable facilities for the programs.

Despite these commendable efforts to improve the quality of education and expand educational facilities, the problem of providing suitable school buildings necessary to accommodate the increasing number of students in the compulsory and secondary cycles is still acute. The unprecedented growth in the number of students is attributed both to natural increase, and in-migration. Because the unprecedented growth in the number of students has not been matched by a similar growth in suitable school facilities, particularly in urban areas, the MOE still has to resort to the extensive use of rented buildings which lack the appropriate facilities for use as schools. These temporary school facilities are usually seriously overcrowded, have no space for science or workshop equipment, and lack adequate sanitary facilities and playgrounds. To accommodate all the students, the MOE has also been compelled to reduce the daily hours of instruction (from 5.5 hours to 4.5 hours) to apply a two-shift system in compulsory and secondary schools. In the academic year 1984/85, rented classrooms constituted about 30% of total compulsory and secondary classrooms, and the number of classrooms used for double shifts was 3,519.

The desire to replace improvised, rented school facilities with suitable, permanent facilities and the desire to end double shifts tend to be supplanted by the need to accommodate a rapidly growing school-age population. The need arising from this source alone for the period 1981-1985 is estimated at 46 additional compulsory schools (grades 1-9), with a total capacity of about 24,000 students, and 11 general secondary schools, with a total capacity of about 6,700 students, in addition to the expansion of existing secondary schools. The growth in the school-age population is so great that it is estimated the 1981-85 school construction program (about JD 80 million for compulsory and secondary school construction) will meet only half the facilities required to replace unsuitable rented facilities and accommodate increased enrollment.

Table I-D

STUDENT : TEACHER RATIOS (1974-1985)

		<u>1974/75</u>	<u>1979/80</u>	<u>1984/85</u>
Elementary	Male	38*	40*	46*
	Female	32*	26*	23*
	Total	35	32	31
<hr/>				
Preparatory	Male	21	21	24
	Female	22	20	20
	Total	21	20	22
<hr/>				
Secondary (Academic)	Male	20	20	16
	Female	25	25	15
	Total	22	21	15
<hr/>				
Secondary (Vocational)	Male	14	14	15
	Female	21	17	16
	Total	16	15	15
<hr/>				
Total	Male	30	29	30
	Female	29	24	21
	Total	30	27	25

Note:

* Ratios of boys and girls at the elementary level are not accurate because some of the schools at this level are coeducational.

T
11

2. Five-Year Development Plans:

The GOJ education and training policy and strategy which are embodied in the still current 1981-1985 Development Plan aim to continue and extend the achievements of previous plan periods. Plan objectives are to: (1) improve the quality of education, particularly in science, through upgraded teacher qualifications, improved curricula and teaching materials, replacement of rented schools, and elimination of double shifting; (2) expand compulsory schooling (grades 1-9) from 91% of the relevant age group in 1980 to 94% by 1985; (3) generalize the pilot program of prevocational instruction in grades 5-12; (4) channel more secondary level students into vocational specializations to achieve 30% vocational secondary enrollments by 1985; (5) reduce by more than 20% the proportion of illiterates among the population under 60 years of age; and (6) provide the necessary trained manpower to meet the evolving demands of the Jordanian economy and other Arab countries. A closely related goal is to expand female labor force participation.

To accomplish these objectives, the 1981-85 Plan called for the construction of 290 compulsory schools. However, given the stagnation of Jordan's economy and resulting budgetary constraints, the Government experienced increasing difficulty in meeting the growing financial and logistical demands made on its education and training systems. During the most recent two budget cycles, investments were generally severely curtailed and operating budgets experienced only modest growth. Thus, since 1981 only 36 of the 290 schools called for in the current Five-Year Plan were constructed.

In the 1986-90 Five Year Development Plan which is now in preparation, the Government is expected to continue to attach a high priority to school building construction. The draft plan calls for building 190 schools and adding 648 classrooms to existing schools to accommodate 167,000 additional students in compulsory-cycle education. The Government hopes to finance these additional classrooms and schools from its own budget resources, World Bank loans, and loans or grants from other donors, including AID. Under its Sixth Education Loan, the Bank is committed to financing 31 elementary and preparatory schools, leaving 159 compulsory schools to be financed with other resources.

The draft 1986-90 Plan calls for: (1) designed building of additional schools; (2) reducing the number of rented school buildings for the compulsory stage by 33%; and (3) increasing the contribution of the municipalities by linking appropriation of lands for school buildings to city and village planning schemes to ensure land is available. The draft Plan also continues to emphasize policy objectives for education and training related to the school construction program: e.g., raising the enrollment percentage of those in the compulsory school-age population to 95%, lowering illiteracy to 20% of the population under the age of 60, developing teacher training programs, and reforming curricula and textbooks to make education more usable.

3. Status of GOJ School Construction Program

During the last plan period, the GOJ constructed 1,381 elementary school classrooms and 665 preparatory school classrooms. Despite this large addition in compulsory cycle facilities, the GOJ estimates a need for 1,735 compulsory cycle classrooms during the third Five Year plan period (1986-1990). Tables I-E and I-F describe actual and projected construction of classrooms during the second and third Five-Year Plans.

Table I-E

COMPARATIVE STATISTICS OF CLASSROOMS
CONSTRUCTED BY CYCLE
(1980-1984)

Scholastic Year	Elementary	Preparatory	Secondary (Academic)	Secondary (Vocational)	Community Colleges	Total
1980/81	293	106	216	71	47	733
1981/82	214	156	67	152	34	623
1982/83	580	215	197	82	47	1,121
1983/84	294	188	81	123	39	725
<u>Total</u>	<u>1,381</u>	<u>665</u>	<u>561</u>	<u>428</u>	<u>167</u>	<u>3,202</u>

Table I-F

REQUIREMENTS FOR NEW MOE-OWNED CLASSROOMS
THIRD FIVE-YEAR PLAN PERIOD (1986-90)

Year	Increased Student Population			Total	Replacing Rented Classrooms	Total Annual Requirements
	Compulsory	Secondary Academic	Secondary Vocational			
1985/86	309	92	31	432	365	797
1986/87	333	102	36	471	365	836
1987/88	349	114	42	505	365	870
1988/89	364	128	50	542	365	907
1989/90	380	144	61	585	365	950
<u>Total</u>	<u>1,735</u>	<u>580</u>	<u>220</u>	<u>2,535</u>	<u>1,825</u>	<u>4,360</u>

* Some schools will be less than 30 classrooms each.

B. Previous AID/Other Donor Assistance

1. School Construction I (278-0190):

The School Construction I Project was authorized in FY 1975 to provide \$7 million of loan financing for the construction of 371 elementary, preparatory, and secondary classrooms in eighteen school buildings located in eleven cities, towns and villages in Jordan. The project was evaluated upon completion. In an evaluation, it was concluded that the goal and purpose were both met through the provision of much needed, high quality classrooms to replace or supplement rented facilities. In addition, the evaluation noted: generally good construction of project schools, especially after the retention of a project-funded A & E firm to provide construction supervision services; good MOE performance in meeting its obligations under the project; a correlation between the improved environment provided by the new schools and more effective education, as reflected in better morale and interest on the part of both students and teachers; and faster growth in demand for secondary school education. The evaluation also concluded that the schools constructed under the Project were somewhat over-designed and that cost savings could be effected through modifications.

2. School Construction II (278-0232):

The Project provided a \$6.7 million grant to partially finance the construction of fourteen schools in nine different cities, towns and villages of Jordan, beginning in FY 1980. The school buildings include about 420 classrooms, plus associated libraries, laboratories, storage areas, toilet facilities, and administrative rooms. They are three-storey buildings with about 30 classrooms and a total of roughly 3,000 square meters of floor space each. Essentially a follow-on to School Construction I, this project involved revising the MOE design to reduce costs related to over-design, e.g., over use of steel in beams. (Annex D shows a schematic sketch for the schools). Under the project, schools were constructed by Jordanian construction contractors under the supervision of a project-funded Jordanian consulting engineer. AID grant funds were disbursed using a modified Fixed Amount Reimbursement (FAR) method involving several payments to the Government for each school. The final payment was not made until construction was complete and certified to be in accordance with specifications and USAID had received, from the Ministry of Education (MOE), an implementation plan for staffing, furnishing and equipping the school.

As of July 1985, all fourteen schools were completed; and thirteen were equipped, furnished, staffed, and fully operational. A project completion report was drafted which indicated several lessons learned:

- (1) While all project schools were expected to be utilized for teaching students in the compulsory cycle (grades 1-9), only five are being used exclusively for this purpose, while the remaining eight are used for compulsory plus secondary cycles;

- (2) The revised design used in School Construction II is cheaper to construct, without any significant loss in utility;
- (3) The failure to acquire sites before the start of the project accounted for serious implementation delays in two cases;
- (4) The modified FAR method of disbursement worked well from both GOJ and AID perspectives; and
- (5) Local construction contractors are capable of adequate construction, and local consulting firms are capable of providing adequate construction supervision.

3. Other AID Assistance:

In addition to School Construction I and II, each of three AID loans for Village Development in the Jordan Valley and Southern Ghors was used, in part, for school construction. The implementing agency, the Jordan Valley Authority, used these loan funds to construct 72 new schools. All were turned over to the Ministry of Education upon completion. AID also assisted the Vocational Training Corporation which constructed and equipped a Vocational Training Center near Amman.

4. World Bank Loans:

The World Bank, the only other significant donor in the educational sector, endorses the GOJ's educational and training sector policies and has supported its educational program through a series of substantial loans. The Bank is particularly supportive of Jordan's strong commitment to human resource development, evident in the significant progress achieved by the MOE in improving access to education since 1975. Because of its continuing concern with expanding productive employment opportunities for the country's growing labor force, the Bank's on-going dialogue with the Government on education and training stresses the importance of a strong vocational orientation in all educational programs.

The Bank consults regularly with AID on its assessment of Jordanian educational policies and strategies. To assure their respective grants and loans are complementary, the Bank has emphasized the secondary level (grades 10-12), while AID concentrates on the compulsory level (elementary, grades 1-6, and preparatory, grades 7-9). Thus, Bank lending has focused on teacher training, the vocationalization of secondary and post-secondary education, and construction of secondary schools and teacher training facilities.

An initial \$5.4 million IDA-assisted Education Project, begun in 1972, was designed to improve the quality of Jordanian education by addressing deficiencies in the supply of skilled manpower. Particular emphasis was placed on vocational training for women to improve their employment potential. Continuing this strategy, a second IDA Education Project, approved in 1975 for \$6 million, financed a polytechnic, three comprehensive secondary schools, extensions to 16 preparatory and

secondary schools, several trade training centers, and related technical services. The third Education Project, approved in 1979, provided a \$19 million loan for the construction of five comprehensive secondary schools, several teacher training facilities, and eight mobile building maintenance units. The fourth and fifth Education Projects, approved in 1981 and 1983 respectively, continued the theme of earlier loans and provided a total of \$43.8 million in loan financing for the construction and equipping of vocational secondary schools and related teacher training facilities. The schools being constructed under the World Bank loans are of different design, smaller capacity and require larger plots of land. The average cost of these schools are about \$50.00 per sq. meter more than those proposed under this project.

The newest Bank project, a sixth loan of \$40 million, supports key objectives of the current Five-Year Development Plan, including improving conditions in compulsory and general secondary schools, increasing the vocational content of curricula, and strengthening MOE capacity in the area of project preparation and implementation. Specifically, the loan is financing the construction and equipping of 31 compulsory schools (25 for girls, 6 for boys) and 16 general secondary schools (7 for girls, 9 for boys) and related technical advisory services, as well as 48 science laboratories, 50 multi-purpose workshops, and 49 libraries for existing secondary schools. AID is considering, at the request of the Ministry of Planning, financing up to \$1.0 million in technical assistance and training in support of the Bank's fifth and sixth education loans. This assistance which would begin in early 1987 would focus on vocational education and educational planning and administration.

II. PROJECT PURPOSE/DESCRIPTION

A. Project Goal and Purpose

The Project will support GOJ goals and objectives embodied in its education and training sector policy described in the Government's Five-Year Development Plans. A key Government goal is to "effect universal compulsory cycle education in Jordan." Its objective for the next Plan period (1986-90) is to achieve 95% of this goal by satisfying the need for more school classroom space with modern, efficient teaching facilities. A planned 190 new compulsory-level schools will meet the demand created by a growing school age population, as well as permit the Government to reduce its dependence on inadequate rented facilities and to end double-shifts now practiced in roughly 40% of its schools. Annex B presents the logical framework matrix, showing the project goal and purpose in relation to inputs and outputs, as well as verifiable indicators and important assumptions.

B. Project Description

1. Number and Description of Schools:

The Project will provide all inputs necessary to construct about 1200 classroom or some forty three-storey compulsory level schools, including land, construction services, construction supervision and furniture and other equipment^{1/}. To the extent that funds are still available in this grant additional schools over these estimate may be built. The schools will be targeted either for boys or girls in grades 1-9. Twenty-one of the forty schools tentatively identified by the GOJ for construction under the Project are for girls. While all schools are planned basically for use of elementary (grades 1-6) and preparatory (grades 7-9) students, experience under both School Construction I and II suggests that it may not be possible to preclude the use of some Project schools may occur for secondary.

All schools to be constructed under the Project follow basic design standard developed under School Construction I and subsequently modified under School Construction II. The project will provide about 1,200 classrooms, plus associated libraries, laboratories, storage areas, meeting halls, administrative rooms and toilets facilities. The three-storey buildings have about 30 classrooms and a total of about 3000 square meters of floor space each. A full description of the design is included in the Technical Analysis and the plan is presented in Annex C.

2. Site Selection Criteria:

USAID and the GOJ are reviewing criteria to be used in the site selection of the schools to be constructed under this project. Criteria will be general and specific. General criteria will target the project

^{1/} While the three-storey building is planned to be constructed under this project, in some cases, probably in rural areas, a one or two storey structure may be more appropriate. AID will evaluate such cases in detail prior to approving them for project financing.

sites where compulsory school are needed to: accommodate growth of the school-age population, replace existing but inadequate government owned buildings, replace inappropriate rented buildings and to convert to single session. Specific criteria will focus on the project sites further. These criteria might include among others: the availability of land, low income service areas, schools for both males and females, schools for compulsory level and sufficient demand in 2 km radius service area. Because the criteria are under consideration, a Condition Precedent to Initial Disbursement by AID will require submission by the government of site selection criteria satisfactory to AID. Before any individual school is approved for project financing, it will have to be demonstrated that it adequately meets the jointly agreed to criteria.

The MOE has suggested tentative sites for forty three-storey schools for financing under the Project (see Annex E). For all these, either land has been acquired or the new building could be located on an existing school compound large enough to accommodate the new structure. Before final agreement on these or other schools to be included in the project, the selection criteria will be formally established.

3. Cost Estimates/Financing Plan:

Each of the three-storey Project schools is estimated to cost about \$1,035,000 or JD 414,000 (U.S. \$1 = JD 0.4), exclusive of land. Construction supervision is estimated at 7% of construction costs; furnishings and equipment at 13% of construction cost. An overall contingency of 15% has been included in the budget presented in Table II-A below. (It should be noted that, although the table shows costs in U.S. Dollars, all actual costs are anticipated to be in Jordanian Dinars.)

The financing plan presented in Table II-B shows the breakdown between AID- and GOJ-financed costs. The GOJ share of total costs is 27.5%, in addition to land. In addition, the Government will covenant to fully staff and equip schools and to adequately maintain all Project-financed facilities.

Table II-A

ESTIMATED PROJECT COSTS (1 U.S. \$ = JD 0.400)		
	Average Per Three- storey School	<u>Total</u>
A. Construction	\$750,000	\$30,000,000
B. Construction Supervision	50,000	2,000,000
C. Furnishing & Equipment	100,000	4,000,000
Sub-Total	<u>900,00</u>	<u>\$36,000,000</u>
(Basic Project Cost)		
Contingencies (15%)	135,000	5,400,000
Total Project Costs	<u>\$1,035,000</u>	<u>\$41,400,000</u> =====

18

Table II-B

PROJECT FINANCING PLAN
(1 U.S. \$ = JD 0.4)

<u>Source</u>	<u>Amount</u> <u>(U.S. \$ Equiv.)*</u>	<u>Percentage</u>
AID Grant	30,000,000	72.5
MOE Contribution	11,400,000	27.5
TOTAL	41,400,000	100.0

A modified Fixed Amount Reimbursement (FAR) method of disbursement was used successfully with both School Construction I and II. This Project will be disbursed in the same manner. For a full description of the modified FAR approach, including justification for making several payments for each school and an anticipated disbursement schedule (Table IV-B), see Section IV.C.

III. PROJECT ANALYSES

A. Socio-Economic Considerations

The Ministry of Education (MOE), under the guidance of the National Board of Education, is responsible for formal education and training in Jordan which includes elementary, preparatory, general and vocational secondary and post-secondary polytechnics and community colleges. School attendance by boys and girls is compulsory through the 9th grade (elementary and preparatory levels).

The Government has a strong commitment to human resource development. Since 1975, enrollments have increased by about 30% at the elementary level (grades 1-6), 88% at the preparatory level (grades 7-9), and 178% at the secondary level (grades 10-12). These gains were achieved through a significant expansion of educational infrastructure, both in permanent and rented facilities. During the previous Plan period (1976-1980), the MOE opened nearly 300 schools comprising about 5,000 classrooms in the compulsory, secondary and post-secondary education cycles. However, half of these are rented facilities which do not meet the Government's standards for permanent schools. The Ministry also continued its efforts to diversify education and link it with the needs of socio-economic development and to provide an employment orientation for compulsory and secondary level students (see Section I).

It has been noted that Jordan considers its labor force to be its most important productive asset. Population and labor force in Jordan are growing at an extremely rapid rate despite heavy labor emigration in recent years. The total labor force grew at about 3.5% per year during the 1960s and early 1970s, and it has grown at about 6% per year since 1975. This very rapid growth of the labor force results partly from the rise in female participation rates which occurred during the 1970s and continuing in-migration. Most of it, however, is the result of the high rate of natural population increase since the 1960s and the consequent youthfulness of the Jordanian resident population -- more than half of which is less than 15 years old. This has strained and will continue to strain the Government's capacity to provide school places to the school-age population and to absorb graduates into the labor force.

In response to a Board of Education ruling that Jordanian education have a stronger employment orientation, the MOE has developed suitable vocational courses for students and teacher training materials. The Ministry is now in the process of progressively implementing the new program in its schools. A pilot program offering 2 hours a week of pre-vocational instruction was introduced in 100 preparatory schools in 1981. After its first successful year, the program was extended to an additional 90 preparatory schools in 1982. Prevocational instruction courses of 2 hours a week were also introduced in 100 general secondary schools during the 1982/83 school year. Adequate numbers of teachers for

20

the pre-vocational instruction program are being trained at the Shaubak Teacher Training Institute with support from the World Bank's Third Education Project. The main constraint to fuller implementation of the pre-vocational instruction and practical activities programs is lack of suitable workshops and equipment, an issue which this Project will address by providing facilities for implementing the program in the new compulsory-level schools. The rationale for this Project (as well as School Construction II) is based on providing school facilities for new entrants to the school population, as well as replacing inadequate rented facilities. For these new enrollees, the economic benefit of compulsory education is impossible to quantify, although it is not unreasonable to expect some increase in future income for those students who do not go on to secondary or post-secondary education as well as those who do. More than 80% of students successfully completing compulsory level now go on to secondary education, and the remainder are eligible for vocational training. Both types of further training lead to opportunities for higher wages in Jordan and abroad.

For School Construction I, a least-cost analysis was performed by comparing school building costs, amortized over a 25-year period, against the costs of renting sufficient facilities to serve the same number of students over the period.

B. Technical Analysis

1. Standard Design:

The MOE previously utilized a standard school building design and all schools constructed under School Construction I were of this design. During construction, however, it became apparent that some revisions to eliminate structural over-design would facilitate construction and reduce construction costs, e.g., excessive reinforcement of steel in the beams. In addition, the evaluation of School Construction I recommended several minor changes to make the schools more responsive to the needs of students and teachers, such as: a covered walkway to lavatory facilities; storage space for books and teaching materials; and, potable water facilities. Using the Technical Services and Feasibility Studies Project, the Ministry of Public Works (MPW) contracted with a consulting engineer to review the standard design and recommend changes. The overall dimensions of the school building were not altered and resulting modifications were minor. Reductions in cost partly offset the effect of inflation on construction costs.

2. Building Layout/Utilities:

The standard school layout is for a three-storey structure with a total of about 3,000 square meters of floor space comprising 30 classrooms, a library, laboratory, storage areas, meeting hall, office space, and toilet facilities. The exterior of the building consists of reinforced concrete column framing with concrete block walls, except for the four corner classrooms which have a stone facing. Interior partition walls

are of concrete block. Floors are concrete slab covered with terazo tiles. Exterior walls are painted with latex water repellent paint. Flourescent lighting is provided in all classrooms and offices. A separate toilet block for students is constructed of concrete blocks.

Wherever possible, schools are connected to municipal utilities, including water, sewerage and electricity. Water storage tanks are constructed for all schools. In localities where municipal sewerage is not available, the construction contract includes septic tanks.

The modified design (see Annex C) was reviewed fully by USAID engineers and found acceptable. The design was used successfully in School Construction II and is anticipated be used without further modifications under School Construction III.

3. Furnishings:

Unlike School Construction I and II, this Project includes AID financing for school furnishings and some equipment available off the shelf in Jordan. Standard MOE furnishings will be contracted for and supplied to each school. Financing for furnishings was added to the project to ensure that adequate furnishings of sufficient quality are available upon completion of construction. Furnishings and equipment will be included under the FAR procedure.

C. Institutional/Administrative Analysis

1. GOJ Responsibilities:

The Project will be implemented by the GOJ Ministries of Education (MOE) and Public Works (MPW). Each ministry will assume its traditional responsibilities.

MOE is responsible for establishing priorities for new school construction and for providing suitable parcels of land. The Ministry will contract for the supply of project-financed furnishings for each building. When school construction is complete, MOE, as it has done with the facilities built under School Construction I and II, will assume responsibility for staffing, operating and maintaining the schools. The Grant Agreement will include a covenant to this effect.

MOE is considered well managed in terms of organization, qualified professional staffing, financial support, and performance. Significant progress has been made by MOE in the development of Jordan's impressive national education system. Over the years, MOE has been the beneficiary of technical advisory services financed by the World Bank. The Project is fully congruent with MOE's normal responsibilities. Therefore, MOE should not encounter any difficulty in implementing the project, including taking on the added responsibility of contracting for the project-financed furnishings according to standard MOE designs.

The implementing agency for actual school construction will be MPW, with prime responsibility resting with the Directorate of Buildings. MPW is responsible for the design, contracting and construction of the schools and will coordinate closely with MOE. Actual construction will be undertaken by private contractors. As in the case of School Construction II, MPW will also contract for the services of a Jordanian consulting engineer to adapt designs to meet site specific conditions and to supervise construction. (Contracting and construction procedures are discussed in greater detail in Section IV.A.). The MOE will arrange for a management type audit of the project to commence within 30 days after the initial third FAR payment has been made. It is envisioned that this audit will be done by a public accounting firm in Jordan, mutually acceptable to USAID/J and the MOE. Funding for the audit is estimated to amount to \$15,000.

More specifically, MPW responsibilities will include:

- preparing a scope of work and selecting and signing a contract for construction supervision of all schools;
- issuing IFBs, advertising for bids, and analyzing bids for construction awards; and
- certifying completion of buildings and requesting grant disbursements under modified FAR procedures.

Experience under School Construction I and II indicate that MPW is fully capable of performing the role assigned to it. Its personnel are highly trained, experienced and technically qualified.

2. AID Responsibilities:

Project implementation will be supported and monitored by the Engineering Office of USAID/J, in collaboration with the Projects Office. Given the considerable experience with implementing the earlier projects, the Mission is confident that this project can be designed and implemented with limited, if any, assistance from AID/W.

D. Financial Analysis

1. Capital/Recurring Costs:

Aside from transfers, the GOJ budget is the only significant source of financing for both capital and recurring costs in compulsory level education. Therefore, the only reasonable test of the Project's financial viability is a judgment about the Government's willingness to finance its portion of capital costs and to provide sufficient financing for operation, including full staffing, and maintenance after construction is complete. The GOJ has performed well in this regard under both School Construction I and II.

The GOJ has adopted an ambitious investment program to expand educational and training capacity at all levels. The current Five Year Plan (1981-85) allocated JD 226 million (or about \$700 million at the time of the Plan's formulation) to implement priority projects in education and training, including university education. Of this amount, 62% was scheduled for investment in compulsory through community college education. Of total planned investment, JD 56.7 million (25% of the total) was to be financed through the government budget. In the face of reduced external income and the consequent need to practice fiscal restraint, the pace of government capital investments in all sectors has been lower than envisioned in the Plan. For education, the government's capital budgets for 1981 through 1985 allotted JD 27.8 million, or only half of that planned. Some 60% of these expenditures have been devoted to the elementary, preparatory, and secondary levels of education and much of the remainder to vocational education. Thus the government continues to place emphasis on financing the needs of lower levels of education as opposed to higher education. Unlike School Construction II, the proposed project will finance furnishings and equipment for the schools, thereby better insuring that the schools once constructed are ready for utilization.

Recurrent expenditures have also been affected by overall economic conditions. As shown in Table III-A, the growth in recurrent expenditures, in real terms, has moderated substantially from the 8.5 to 10% increases evidenced between 1979 and 1981. Nonetheless, there has been continued real growth, albeit reduced, in the recurrent spending levels of the Ministry of Education. In times of budgetary stringency, these increases illustrate the high priority Jordan attaches to education and training and confirm the Government's intent to sustain this level of expenditures.

2. Reasonableness of Capital Cost Estimates:

The construction cost estimate (see Annex D) is considered reasonable and realistic. The designs which were utilized for School Construction II are expected to be used without further modifications for this Project. Because there has been very little inflation during the past several years, there is virtually no escalation in construction costs. Therefore, USAID, MPW and the MOE feel that cost estimates are reasonable. Depending on contract cost, the project may construct more than the estimated 1200 classrooms. Also, if at the end of the project, insufficient funds remain to construct a complete school, these funds will be used for expenditures consistent with the project purpose.

2. Staffing:

Table III-C shows that there are adequate numbers of trained teachers to staff Project schools. Experience suggests that it is highly unlikely that the GOJ will fail to budget adequate resources to cover costs of staffing Project schools. In fact, in August 1985, the Government approved new appointments in various ministries, including 1,688 for MOE to hire teachers for newly established schools.

To extent new schools replace rented classrooms, there will be little to no increase in staffing required. Moreover, savings from current rents will help reduce recurring costs.

3. Maintenance Capacity:

School maintenance is funded in several ways: (1) the MOE budget generally includes modest amounts which are allocated to District Directors for major maintenance and repairs; (2) students make an annual contribution to the school fund which can be used for minor repairs; (3) the superintendent of each school is authorized to use operating funds for routine maintenance; and (4) the MOE budget includes salaries for a janitor and guard for each school.

Table III-A

MINISTRY OF EDUCATION RECURRENT EXPENDITURES

<u>Year</u>	<u>Recurrent Expenditures (JD 000)</u>	<u>% Increase</u>	<u>CPI Increase</u>	<u>% Real Increase</u>	<u>GNP (JD Million)</u>	<u>ED Expend % GNP</u>
1977	20,602				660.1	3.1%
1978	26,379	28.0%	6.9%	19.8%	781.0	3.4%
1979	33,139	25.6%	14.2%	10.0%	921.3	3.6%
1980	39,941	20.5%	11.1%	8.5%	1,185.3	3.4%
1981	47,538	19.0%	7.7%	10.5%	1,484.3	3.2%
1982	52,563	10.6%	7.4%	2.9%	1,675.4	3.1%
1983	55,427	5.4%	5.0%	0.4%	1,780.2	3.1%
1984	61,638	11.2%	3.9%	7.1%	1,885.1	3.3%
1985	65,300	5.9%				

Sources: Budget Laws for 1979, 1981, 1983, 1985.

x
25

Table III-B

TRAINED TEACHERS

		<u>1974/75</u>	<u>1979/80</u>	<u>1984/85</u>
Elementary	Male	5,148	5,776	5,524
	Female	<u>5,270</u>	<u>8,122</u>	<u>10,275</u>
	Total	<u>10,418</u>	<u>13,898</u>	<u>15,799</u>
<hr/>				
Preparatory	Male	2,794	4,093	4,456
	Female	<u>1,869</u>	<u>3,526</u>	<u>4,673</u>
	Total	<u>4,663</u>	<u>7,619</u>	<u>9,129</u>
<hr/>				
Secondary (Academic)	Male	1,126	2,258	3,090
	Female	545	<u>1,390</u>	<u>3,224</u>
	Total	<u>1,671</u>	<u>3,648</u>	<u>6,314</u>
<hr/>				
Secondary (Vocational)	Male	259	454	1,199
	Female	76	<u>187</u>	<u>623</u>
	Total	<u>335</u>	<u>641</u>	<u>1,822</u>
<hr/>				
Total	Male	9,327	12,581	14,269
	Female	<u>7,760</u>	<u>13,225</u>	<u>18,795</u>
	Total	<u>17,087</u>	<u>25,806</u>	<u>33,064</u>

Evaluations of both School Construction I and II have found Project schools to be in good condition. MOE maintenance arrangements appear adequate, with one exception. Rural schools often have difficulty locating skilled workmen to undertake repairs. Therefore, the Third World Bank Loan financed eight mobile building maintenance units to be stationed throughout the country.

As was the case with School Construction I and II, it is recommended that the Grant Agreement include a covenant requiring the GOJ to ensure adequate funds are provided for all operating and maintenance expenses associated with Project-financed schools.

E. Environmental Concerns

There are three environmental concerns generally associated with building construction in Jordan -- the short-term adverse impacts of air and noise pollution, preservation of antiquities, and wastewater disposal.

The short-term adverse effects of noise and dust will be minimal, because the construction contractors will be instructed by construction supervisors to minimize these effects as much as possible.

Regarding antiquities, Provisional Law 12 (1976) will be strictly applied. Application for building permits for the schools will be cleared by the Department of Antiquities. Additionally, an office of the Department will inspect each site prior to authorization of construction. (Articles 6, 13, 14, 15, 16 and 29 of the law protect any artifacts that are found.) Also, the General Conditions of the standard MPW contract requires construction contractors to notify the Ministry whenever artifacts are encountered. Finally, during project implementation, the Mission's monitoring staff will give special consideration to the protection of archaeological findings.

With regard to the provision of adequate sanitation and drainage, more than 20 cities and towns in Jordan have or will have wastewater treatment facilities by 1987. Therefore, wastewater from schools constructed under the Project generally will be connected to a public sewer and wastewater treatment plant. In a few cases where a school is situated in an area without municipal wastewater treatment facilities, the construction contract will provide for the construction of septic tanks and tile field absorption systems. In adapting the standard design to each particular site, the engineer will address proper management of solid waste for each school.

For the foregoing reasons, the Initial Environmental Examination (IEE) conducted by the Mission environmental officer concluded that the School Construction III Project will have no uncontrolled adverse long-term impacts. Therefore, a negative determination is concluded and no further environmental consideration is recommended.

IV. PROJECT IMPLEMENTATION

A. Implementation Planning

1. Construction Contracting:

Contracting and construction methods to be utilized for the Project will be the same as those used for School Construction I and II. Construction will be accomplished by private contractors. Experience gained under the earlier projects indicates that, while there is some variation in contractor performance, there is more than sufficient capacity among Jordanian construction contractors to assure completion of the Project-financed schools in a timely manner and in accordance with contract plans and specifications.

MPW annually updates its list of contractors prequalified in relation to their financial and technical capabilities. At present a sufficient number of contractors are prequalified to assure fair competitive prices. Sufficient numbers of skilled and unskilled laborers are available on the local labor market to perform the construction work.

MPW will follow its standard contracting procedures under which a notice is published in local newspapers inviting bids from prequalified contractors of the appropriate class. Bids are evaluated and contracts awarded by a committee chaired by the Undersecretary of MPW and made up of representatives from the Ministries of Education, Finance, and Industry.

Standard Jordanian construction contracts, as modified to meet AID requirements, will be used. They are based on the "Conditions of Contract (International) for Works of Civil Engineering Constructions." For School Construction I and II, they were reviewed and found satisfactory by USAID. MPW will be required to submit a current model contract to USAID for review and approval. Therefore, after contract execution, USAID will review individual contracts only to determine conformance with these standard documents.

2. Design Adaptation and Construction Supervision:

MPW has overall responsibility for design and construction of all government buildings in Jordan (except military facilities). However, actual adaptation of designs to meet site specific conditions and supervision of construction will be done by a project-financed consulting/supervising engineer contracted by MPW. The engineer will oversee the construction of each school, certify adherence to approved plans, specifications, contract documents, and recommend acceptance prior to any FAR payments. Experience under School Construction I and II demonstrated that this arrangement is fully satisfactory.

3. Procurement Arrangements:

The source and origin of eligible goods and services shall be Jordan. The Grant will finance local costs of the Project. No direct

foreign exchange costs are anticipated and no equipment and materials are to be imported specifically for the Project. All services, including design, construction and construction supervision, will be contracted with Jordanian firms in compliance with AID's nationality rules.

The majority of construction goods and materials used in construction of the schools and project-financed furnishings are produced in Jordan and are readily available. However, some items associated with AID's FAR payments can reasonably be anticipated to be of non-Jordanian origin. For example, small amounts of imported building materials, such as wood trim, glass, and electrical items, and some equipment, e.g. blackboards and built-in laboratory equipment, are available on the local market and will be acquired as "off-the-shelf" items. The contemplated shelf item procurement, however, will constitute much less than 25% of the estimated cost of the commodity element of the Project which is in compliance with AID shelf item regulations for the FAR method.

B. Implementation Schedule

MPW will contract for construction of the Project schools in tranches, with schools grouped according to geographical proximity. Major events related to project implementation, projected time of completion, and the identification of those having elementary responsibility for their execution are set out in the following Implementation Plan.

C. Disbursement Method/Schedule

Disbursements will be made on the basis of a modified Fixed Amount Reimbursement (FAR) method similar to that employed successfully for School Construction II with the addition of furnishings and some equipment. Of the estimated \$41.4 million total project cost, AID's contribution will be limited to \$30.0 million in grant funds. For a three-storey school, AID will reimburse the GOJ a fixed U.S. dollar amount of \$750,000 or 75% of initial construction contract cost, furnishing equipment A&E services which ever is less. The amount will be determined for each school prior to the first disbursement for that school as discussed below. The GOJ will allocate budget resources sufficient to cover the balance of costs, in addition to the cost of land acquisition where necessary. The GOJ will also cover any overruns on construction.

The FAR method has been modified to permit staged payments to avoid a situation where the GOJ is expending its funds for initial and intermediate construction work without AID disbursements being made until construction is complete. Therefore, instead of a final lump sum payment, FAR payments will be disbursed in five stages for each school or group of schools, assuming that the stage of completion for which each payment is made has been accomplished to USAID's satisfaction. Following is a description of the five payments to be made for each school or group of schools, including a description of the tasks which must be accomplished prior to application for each disbursement. This system may be modified by implementation letter.

<
201

First FAR payment (advance) -- 20% of the total (up to \$150,000) -- is made after all relevant conditions precedent to the grant have been met (see IV.E.) and submission to USAID of final plans, satisfaction of site selection criteria, an executed construction contract, evidence that a notice to proceed has been issued to the contractor and USAID approval of the types and costs of furnishings and equipment to be placed in the school.

Table IV-A

PROJECT IMPLEMENTATION SCHEDULE

<u>Action</u>	<u>Date*</u>	<u>Responsibility</u>
1. Project Paper Finalized	09/16/85	USAID
2. Grant Authorized	09/23/85	USAID
3. Grant Agreement signed	09/24/85	MOP/USAID
4. Implementation Letter No. 1 Issued	10/15/85	USAID
5. Initial Conditions Precedent met	11/15/85	MOP/MOE
6. Site Selection Condition Precedent met on specific schools.	12/15/85	MOE
7. Scope of Work for Engineering services contract and advertised approved	12/20/85	USAID
8. Engineering Services contract awarded	01/20/86	MPW/MOE MOP
9. Construction Contracts advertised for first group of schools	03/15/86	MPW
10. Construction contracts awarded -- notices to proceed issued	05/15/86	MPW
*11. Conditions Precedent to 1st FAR Payments met and payments requested.	06/01/86	MOP
*12. Construction begins	06/15/86	MPW
*13. 1st FAR payments approved	06/15/86	USAID
*14. 2nd FAR payments requested, approved and disbursed	01/01/87	MOE/USAID
*15. 3rd FAR payments requested, approved and disbursed	05/01/87	MOE/USAID

x
31

<u>Action</u>	<u>Date</u>	<u>Responsibility</u>
*16. Construction of schools completed; all utilities installed and connected, staffing plan approved and 4th payment made.	09/30/87	MPW/MOE
*17. School furnished and equipped and 5th payment made.	10/30/87	MPW/USAID
18. PACD of Grant	09/30/89	USAID/MOP
19. In-depth evaluation conducted	07/30/89	MOE/USAID

1/ MPW = Ministry of Public Works
MOP = Ministry of Planning
MOE = Ministry of Education

* This is the schedule for the first group of school. Addition groups of schools will be financed and constructed as they are ready.

Second FAR payment (interim) -- 35% of the total (up to \$262,500) -- is made for each school when all structural framing, floors, and the roof have been completed and found acceptable by USAID

Third FAR payment (interim) -- 25% of the total (up to \$187,500) -- is made for each school when all internal plastering and floor tiling have been completed and found acceptable by USAID.

Fourth FAR payment (final) -- 15% of the total (up to \$112,500) -- is made when the consultant certifies that the building is fully completed in compliance with approved plans, utilities have been installed and connected, and MOE has "accepted" the school and submitted an "implementation plan" indicating arrangements made for staffing the school.

Fifth and final payment of 5% of total (up to \$36,250) -- is made when agreed to furnishings and equipment are in place.

The proposed disbursement schedule (Table IV-B) takes into account MPW's anticipated schedule for contracting for construction. For this reason, it is subject to modification.

D. Project Monitoring and Evaluation

AID monitoring will be carried out by the USAID Engineering Office. The office is staffed with two USDH and three FSN engineers who are expected to monitor project implementation assisted by other Mission Officers. Mission also has recent experience monitoring successfully both School Construction I and II, as well Village Development I, II and III..

1. Monitoring responsibilities include:

- (a) Approval of revised standard plans, specifications and at AID's discretion contract documents for both school construction and the manufacture of furnishings and procurement of equipment;
- (b) Review of construction contracts for each school and at AID discretion contracts for the manufacture of furnishings and procurement of equipment for conformance to standard contracts only;
- (c) Periodic field inspection of schools under construction and furniture being manufactured to assure conformity with pre-agreed standards of design and construction and adherence to the implementation schedule;
- (4) Preparation of progress reports and reports on the status of FAR payments;
- (5) Certification of construction progress for interim FAR payments at various stages of completion; and

X 33

- (6) Certification of completion for final FAR payment.
- (7) Approval of each school or group of schools with regard to site selection, furnishings, equipment, etc.
- (8) Inspection of environmental concerns especially the management of wastewater and solid waste.

Table IV-B

ESTIMATED DISBURSEMENT SCHEDULE
(\$ 000's)

	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>Total</u>
GOJ					
Disbursements	9,300	14,00	11,400	6,700	41,400
AID FAR					
Disbursements	6,750	10,125	8,250	4,875	30,000
GOJ					
Contribution	3,550	3,875	3,150	1,825	11,400

* Assume 30 three-storey school stated in 1986 and 10 in 1987.

** Excludes cost of land

In view of the thorough USAID monitoring which is planned, no interim project evaluation is considered necessary. As with School Construction I and II, a formal evaluation is planned upon project completion. At that time, one or more USAID officers and GOJ counterparts will confirm completion, assess utilization of schools, and identify lessons learned which might be applicable to future projects. (For reference purposes, the project evaluation report for School Construction II appears in Annex G.)

E. Grant Terms/Negotiating Status

1. First Disbursement: Prior to the first disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as the Parties may otherwise agree in writing furnish to A.I.D. in form and substance satisfactory to A.I.D.:

(a) General Conditions

- (1) An opinion of counsel acceptable to A.I.D. that this Agreement has been duly authorized and/or ratified by, and executed on behalf of, the Grantee, and that it constitutes a valid and legally binding obligation of the Grantee in accordance with all of its terms;
- (2) A statement of the name of the person holding or acting in the office of the Grantee, and of any additional representatives, together with a specimen signature of each person specified in such statement;
- (3) Proposed site selection criteria for school to be constructed under the Grant.

- (b) School Specific Conditions: The following conditions shall be met for each school or group of schools prior to initial disbursement for that school or group of school:

- (1) Evidence that each school or group of schools meets the site selection criteria jointly agreed to by the Parties;
- (2) Evidence that the title to the land at each site is properly titled to the Government, available for construction, and has been cleared for construction by the Department of Antiquities;
- (3) Final plans, an executed construction contract, evidence that a notice to proceed with construction of the school has been issued to the contractor, satisfaction of site selection criteria and a list of furnishings and equipment for each school and their costs;

- (4) A contract or contracts providing for construction supervision for each school a group of schools;
- (5) Prior to final disbursement for any given school the Minister of Education will have an implementation plan for staffing such school and will have Project financed furnishings in place.

Satisfaction of 1 and 2 above will occur prior to GOJ contracting for engineering services and construction.

2. Negotiation Status:

The Mission is also confident that final negotiation and signature of the Grant Agreement will proceed smoothly for several reasons: the similarity of this Project to School Construction I and II; the success of the two preceding projects; the close cooperation of both MOE and MPW in project design; and the strong desire of the GOJ for AID support, under the 1985 Supplemental appropriation, for its school construction program.

ANNEXES

ANNEX A
GRANT AGREEMENT

25

PROJECT

GRANT AGREEMENT

BETWEEN

THE HASHEMITE KINGDOM OF JORDAN

AND THE

UNITED STATES OF AMERICA

FOR

SCHOOL CONSTRUCTION III

DATE:

x 39

Table of Contents
Project Grant Agreement

	<u>Page</u>
Article 1 : The Agreement	1
Article 2 : The Project	1
SECTION 2.1. Definition of Project	1
Article 3 : Financing	1
SECTION 3.1. The Grant	1
SECTION 3.2. Grantee Resources for the Project	2
SECTION 3.3. Project Assistance Completion Date	2
Article 4 : Conditions Precedent to Disbursement	2
SECTION 4.1. First Disbursement-General And School Specific.	2
SECTION 4.2. Notification	3
SECTION 4.3. Terminal Dates for Conditions Precedent	3
Article 5 : Special Covenants	4
SECTION 5.1. Project Evaluation	4
SECTION 5.2. Budgetary Support	4
SECTION 5.3. School Use	4
Article 6 : Procurement Source	4
SECTION 6.1. Local Currency Costs	4
Article 7 : Disbursements	4
SECTION 7.1. Disbursement for Local Currency Costs	4
SECTION 7.2. Other Forms of Disbursement	4
SECTION 7.3. Rate of Exchange	5
Article 8 : Miscellaneous	5
SECTION 8.1. Communications	5
SECTION 8.2. Representative	5
SECTION 8.3. Standard Provisions Annex	6
SECTION 8.4. Language of Agreement	6
Annex 1 : Detailed Project Description	
Annex 2 : Standard Provisions.	

Project Grant Agreement

Date:

Between

The Hashemite Kingdom of Jordan ("Grantee"), acting through the Ministry of Planning ("MOP").

And

The United States of America, acting through the Agency for International Development ("A.I.D.").

Article 1: The Agreement

The purpose of this Agreement is to set out the understandings of the parties named above ("Parties") with respect to the undertaking by the Grantee of the Project described below, and with respect to the financing of the Project by the Parties.

Article 2: The Project

SECTION 2.1. Definition of Project. The Project, which is further described in Annex I, will consist of construction, furnishing, and equipping approximately 40 compulsory level schools for boys and girls in cities, towns and villages of Jordan. Annex I, attached, amplifies the above definition of the Project. Within the limits of the above definition of the Project, elements of the amplified description stated in Annex I may be changed by written agreement of the authorized representatives of the Parties named in Section 8.2, without formal amendment of the Agreement.

Article 3: Financing

SECTION 3.1. The Grant. To assist the Grantee to meet costs of carrying out the Project, A.I.D., pursuant to the Foreign Assistance Act of 1961, as amended, agrees to grant to the Grantee under the terms of this Agreement not to exceed Thirty Million United States Dollars (\$30,000,000.) ("Grant").

The Grant may be used to finance local currency costs, as defined in Section 6.1., of goods and services required for the Project.

SECTION 3.2. Grantee Resources for the Project.

(a) The Grantee agrees to provide or cause to be provided for the Project all funds, in addition to the Grant, and all other resources required to carry out the Project effectively and in a timely manner.

(b) The resources provided by Grantee for the Project will be not less than the equivalent of U.S. \$ 11,400,000, including costs borne on an "in-kind" basis, but exclusive of land.

SECTION J.3. Project Assistance Completion Date

(a) The "Project Assistance Completion Date" (PACD) which is September 30, 1989, or such other date as the Parties may agree to in writing, is the date by which the Parties estimate that all services contemplated in this Agreement and financed jointly by them on a Modified Fixed Amount Reimbursement (FAR) basis will have been completed.

(b) Except as A.I.D. may otherwise agree in writing, A.I.D. will not issue or approve documentation which would authorize disbursement of the Grant for FAR portions of the Project completed subsequent to the PACD.

(c) Requests for disbursement, accompanied by necessary supporting documentation prescribed in Project Implementation Letters are to be received by A.I.D. no later than nine (9) months following the PACD, or such other period as A.I.D. agrees to in writing. After such period, A.I.D., giving notice in writing to the Grantee, may at any time or times reduce the amount of the Grant by all or any part thereof for which requests for disbursement, accompanied by necessary supporting documentation prescribed in Project Implementation Letters, were not received before the expiration of said period.

Article 4: Conditions Precedent to Disbursement

SECTION 4.1. First Disbursement. Prior to the first disbursement under the Grant, or to the issuance by A.I.D. of documentation pursuant to which disbursement will be made, the Grantee will, except as the Parties may otherwise agree in writing, furnish to A.I.D. in form and substance satisfactory to A.I.D. :

(a) GENERAL CONDITIONS

(i) An opinion of counsel acceptable to A.I.D. that this Agreement has been duly authorized and/or ratified by, and executed on behalf of, the Grantee, and that it constitutes a valid and legally binding obligation of the Grantee in accordance with all of its terms;

- (ii) A statement of the name of the person holding office in the office of the Grantee specified in Section 4.1 (a), and of any additional representatives, together with specimen signature of each person specified in the statement;
- (iii) Proposed and agreed to site selection criteria for schools to be constructed under the Grant.

(b) SCHOOL SPECIFIC CONDITIONS.

- (i) Evidence that each school or group of schools meets the site selection criteria jointly agreed to by the Parties
- (ii) Evidence that the title to the land at each site is properly titled to the Government, available for construction, and has been cleared for construction by the Department of Antiquities.
- (iii) A contract or contracts providing for standard design adaptation sites and construction supervision for each school or a group of schools.
- (iv) Final plans, an executed construction contract, evidence that a notice to proceed with construction of the school has been issued to the contractor, and a list of, and costs for, furnishings and equipment for each school.
- (v) Prior to final disbursement for any given school the Minister of Education will have an implementation plan for staffing such school and will have Project financed furnishings and equipment in place.

Satisfaction of conditions 4.1 (b) (i) and (ii) will occur prior to the Grantee contracting for engineering services and construction.

SECTION 4.2. Notification. When A.I.D. has determined that the conditions precedent specified in Section 4.1 have been met, it will promptly notify the Grantee.

SECTION 4.3. Terminal Dates for Conditions Precedent.

If all of the conditions specified in Section 4.1 (a) have not been met within 90 days from the date of this Agreement, or such later date as A.I.D. may agree to in writing, A.I.D., at its option, may terminate this Agreement by written notice to the Grantee.

Article 5: Special Covenants

SECTION 5.1. Project Evaluation. The Parties agree that a formal Project evaluation will be done upon completion of the Project. Except as the Parties otherwise agree in writing, the evaluation will include:

- (a) Evaluation of the attainment of the objectives of the Project
- (b) Identification and evaluation of problem areas or constraints which inhibited such attainment;
- (c) Assessment of how such information may be used to help overcome such problems; and
- (d) Evaluation, to the degree feasible, of the overall development impact of the Project.
- (d) Review of environmental issues, especially the management of wastewater and solid wastes.

SECTION 5.2. Budgetary Support for Operation. Grantee covenants that sufficient budgetary support will be provided for teacher salaries, other operating costs, and school maintenance for all Project schools.

SECTION 5.3. School Use: The Grantee covenants that it will utilize Project financed schools exclusively for compulsory level education.

Article 6: Procurement Source.

SECTION 6.1. Local Currency Costs. Disbursements pursuant to Section 7.1 will be used exclusively to finance the costs of goods and services required for the Project having their source and, except as A.I.D. may otherwise agree in writing, their origin in the Hashemite Kingdom of Jordan ("Local Currency Costs").

Article 7: Disbursement

SECTION 7.1. Disbursement for Local Currency Costs. Upon satisfaction of the conditions precedent the Grantee, may request disbursement of Grant funds by A.I.D. in accordance with procedures to be set forth in Implementation Letters. Such disbursement shall be made for advances or to reimburse Grantee for local currency costs of the Project in accordance with the terms of this Agreement, upon submission to A.I.D. of such supporting documentation as A.I.D. may prescribe in Implementation Letters.

SECTION 7.2. Other Forms of Disbursements . Disbursements of the Grant may also be made through such other means as the Parties may agree to in writing.

SECTION 7.3. Rate of Exchange. Except as may be more specifically provided under Section 7.1., if funds provided under the Grant are introduced into The Hashemite Kingdom of Jordan by A.I.D. or any public or private agency for purposes of carrying out obligations of A.I.D. hereunder, the Grantee will make arrangements as may be necessary so that such funds may be converted into currency of The Hashemite Kingdom of Jordan at the highest rate of exchange which, at the time the conversion is made, is not unlawful in The Hashemite Kingdom of Jordan.

Article 8: Miscellaneous

SECTION 8.1. Communications. Any notice, request, document or other communication submitted by either Party to the other under this Agreement will be in writing or by telegram or cable and will be deemed duly given or sent when delivered to such party at the following addresses:

To the Grantee:

Mail Address: Ministry of Planning
Amman, Jordan

Alternate address for cables:
Same

To A.I.D.:

Mail Address: USAID
c/o American Embassy
Amman, Jordan

Alternate address for cables: Same

All such communications will be in English, unless the Parties otherwise agree in writing. Other addresses may be substituted for the above upon the giving of notice.

SECTION 8.2. Representatives. For all purposes relevant to this Agreement, the Grantee will be represented by the individual holding or acting in the office of Minister of Planning and A.I.D. will be represented by the individual holding or acting in the office of the Mission Director, USAID/Jordan, each of whom, by written notice, may designate additional representatives for all purposes other than exercising the power under Section 2.1. to revise elements of the amplified description in Annex 1. The names of the representatives of the Grantee with specimen signatures, will be provided to A.I.D., which may accept as duly authorized any instrument signed by such representatives in implementation of this Agreement, until receipt of written notice of revocation of their authority.

x
75

SECTION 8.3. Standard Provisions Annex. A "Project Grant Standard Provisions Annex" (Annex 2) is attached to and forms part of this Agreement.

SECTION 8.4. Language of Agreement. This Agreement is prepared in English.

In WITNESS WHEREOF, the Grantee and the United States of America, each acting through its duly authorized representative, have caused this Agreement to be signed in their names and delivered as of the day and year first above written.

THE HASHEMITE KINGDOM JORDAN

By: _____

Title: Minister of Planning

UNITED STATES OF AMERICA

By: _____

Title: Charge d'affair

By: _____

Title: Acting Director, USAID/J

ANNEX I to Project Agreement

Detailed Project Description

The Project will provide all inputs necessary to construct approximately forty compulsory level schools, including land, construction services, construction supervision, furniture and other equipment, and a staffing plan. All schools are, to the extent possible, planned for the exclusive use of primary (grade 1-6) and preparatory (grades 7-9) students. In the event some schools of less than the 3 story standard proposed herein are approved for Project financing, adjustments will be made to the Project through implementation letters.

All schools to be constructed under the Project follow a standard design developed under School Construction I and subsequently modified under School Construction II to eliminate over-design and reduce costs accordingly. They will provide about 1,200 classrooms, plus associated libraries, laboratories, storage areas, meeting halls, administrative rooms, toilet facilities and furnishings and equipments. The schools contemplated are three story buildings with about 30 classrooms and a total of about 3000 square meters of floor space each. This, of course, will depend on the demands of the site.

The Ministry of Education (MOE) has tentatively identified sites for forty three story schools to be financed under the Project, and either the land has been acquired or the new building will be located on an existing school compound large enough to accommodate the new structure.

Cost Estimates/Financing Plan:

Each of the three story Project schools is estimated to cost about \$1,032,000. or JD 414,000. (U.S. \$1= JD 0.4), exclusive of land. Construction supervision is estimated at 7% of construction costs; furnishings and equipment at 13% of construction cost. An overall contingency of 15% has been included in the budget presented in the table below. (It should be noted that, although the table shows costs in U.S. Dollars, all actual costs are anticipated to be in Jordanian Dinars). Residual funds insufficient to complete a school, will be used for Project purposes, i.e. furnishings and equipment.

The financing plan presented in the table below show the breakdown between AID and GOJ financed costs. The GOJ share of total costs will be approximately 27.5%, in addition to land. In addition, the GOJ will covenant to fully staff and equip schools and to adequately maintain all Project financed facilities.

ESTIMATED PROJECT COSTS
(1 U.S. \$ = J.D. 0.400)

	<u>Per average</u>	<u>Total</u>
A. Construction	\$ 750,000	\$ 30,000,000
B. Construction Supervision	\$ 50,000	\$ 2,000,000
C. Furnishing and Equipment	\$ 100,000	\$ 4,000,000
Sub Total	<u>\$ 900,000</u>	<u>\$ 36,000,000</u>
(Basic Project Cost)	\$ 135,000	\$ 5,400,000
Contingencies (15%)	<u> </u>	<u> </u>
Total Project Costs (Less Land	\$ 1,035,000	\$ 41,400,000 =====

PROJECT FINANCING PLAN
(1 U.S. \$ = J.D. 0.4)

<u>Source</u>	<u>Amount</u> <u>(U.S. \$ Equiv)</u>	<u>Percentage</u>
AID Grant	30,000,000	72.5
MOE Budget	11,400,000	27.5
TOTAL	41,400,000	100.0

The Ministry of Public Works (MPW) will follow its standard contracting procedures under which a notice is published in local newspapers inviting bids from pre-qualified contractors of the appropriate class. As a general procedure, bids are evaluated and contracts awarded by a committee chaired by the Under-Secretary of MPW and made up of representatives from the Ministries of Education, Finance, and Industry.

Standard Jordanian construction contracts, as modified to meet AID requirements, will be used for construction, A & E service and the procurement of furnishings and equipment. Construction contracts are based on the "Conditions of Contract (International) for works of Civil Engineering Construction." Said construction contracts will be reviewed and approved by USAID.

4/8

Construction Supervision:

MPW has overall responsibility for design and construction of all government buildings in Jordan (except military facilities). However, actual supervision of construction for this Project will be done by a series of Project financed supervisory engineer contracts awarded by the MPW. These engineers will modify standard design to meet site specific needs, oversee the construction of each school, certify adherence to approved plans, specifications, contract documents, and recommend acceptance prior to any FAR payments.

Procurement

The source and origin of eligible goods and services shall be Jordan. The Grant will finance local costs of the Project. No direct foreign exchange costs are anticipated and no equipment and materials are planned to be imported specifically for the Project. All services, including design, construction and construction supervision, will be contracted with Jordanian firms in compliance with AID's nationality rules.

The majority of construction goods and materials used in construction of the schools and of Project financed furnishings are manufactured and readily available in Jordan. However, some items can reasonably be anticipated to be of non-Jordanian origin. For example, small amounts of imported building materials, such as wood trim, glass, and electrical items, and some equipment, e.g. blackboard and built-in laboratory equipment, are available on the local market and will be acquired as "off-the shelf" items. The contemplated shelf item procurement, however, is expected to constitute much less than 25% of the estimated cost of the commodity element of the Project which is in compliance with AID shelf item regulations for the FAR method.

Disbursement Method / Schedule :

Disbursement will be made on the basis of a Modified Fixed Amount Reimbursement (FAR) method similar to that employed successfully for School Construction II. Of the estimated \$ 41.4 million total Project cost, AID's contribution will be limited to \$ 30.0 million in grant funds. Thus, on a per school basis, AID will reimburse the GOJ a fixed U.S. dollar amount of approximately \$ 750,000 or 75% of the total cost of A & E services, construction, furnishings and equipping a school, whichever is less. The fixed amount will be determined at the time of AID school approval. Any overruns will be covered through Grantee resources. The GOJ will allocate budget resources sufficient to cover the balance of costs, in addition to the cost of land acquisition where necessary.

49

The FAR method has been modified to permit staged payments to avoid a situation where the GOJ is expending its funds for initial and intermediate construction work without AID disbursement being made until construction is complete. Therefore, instead of a lump sum payment, FAR payments will be disbursed in five stages for each school, assuming that the stage of completion for which each payment is made has been accomplished to USAID's satisfaction. Following is a description of the five payments to be made for each school, including a description of the tasks which must be accomplished prior to application for disbursement. The percentage payments are proposed. The actual percentage payments will be established by the Parties and set forth in implementation letters.

- First FAR payment (advance)---20% of the total---is made after all relevant conditions precedent to the Grant have been met and submission to USAID of; final plans, evidence of satisfaction of site selection criteria, an executed construction contract, evidence that a notice to proceed has been issued to the contractor, and approval by AID of the type and cost of furnishings and equipment to be placed in the school.
- Second FAR payment (interim)---35% of the total---is made for each school when all structural framing, floors, and the roof have been completed and found acceptable by USAID.
- Third FAR payment (interim)--- 25% of total --- is made for each school when all internal plastering and floor tiling have been completed and found acceptable by USAID.
- Fourth FAR payment (interim)---15% of the total---is made when the consultant certifies that the building is fully completed in compliance with approved plans, utilities have been installed and connected, and MOE has "accepted" the school and submitted an "implementation plan" indicating arrangements for staffing and equipping the school.
- Fifth and final payment of 5% of total--- is made when agreed to furnishings and equipment are in place.

The following monitoring will be done by the USAID Engineering Office. It will include but not be limited to:

- (1) Approval of revised standard plans, specifications and contract documents for both school construction and the manufacture of furnishings and procurement of equipment.
- (2) Review of construction contracts for each school and contracts for the manufacture of furnishings and procurement of equipment for conformance to standard contracts only;

SD

- (3) Periodic field inspection of schools under construction and furniture being manufactured to assure conformity with pre-agreed standards of design and construction and adherence to the implementation schedule;
- (4) Certification of construction progress for interim FAR payments at various stages of completion,
- (5) Certification of completion for final FAR payment, and
- (6) Approval of each school or group of schools with regard to site selection, furnishings, equipment.....etc.

The Grantee will provide a management type audit within 30 days after the third FAR payment for the first school or group of schools. This audit will be conducted by a certified public audit company.

ANNEX B
LOGICAL FRAMEWORK

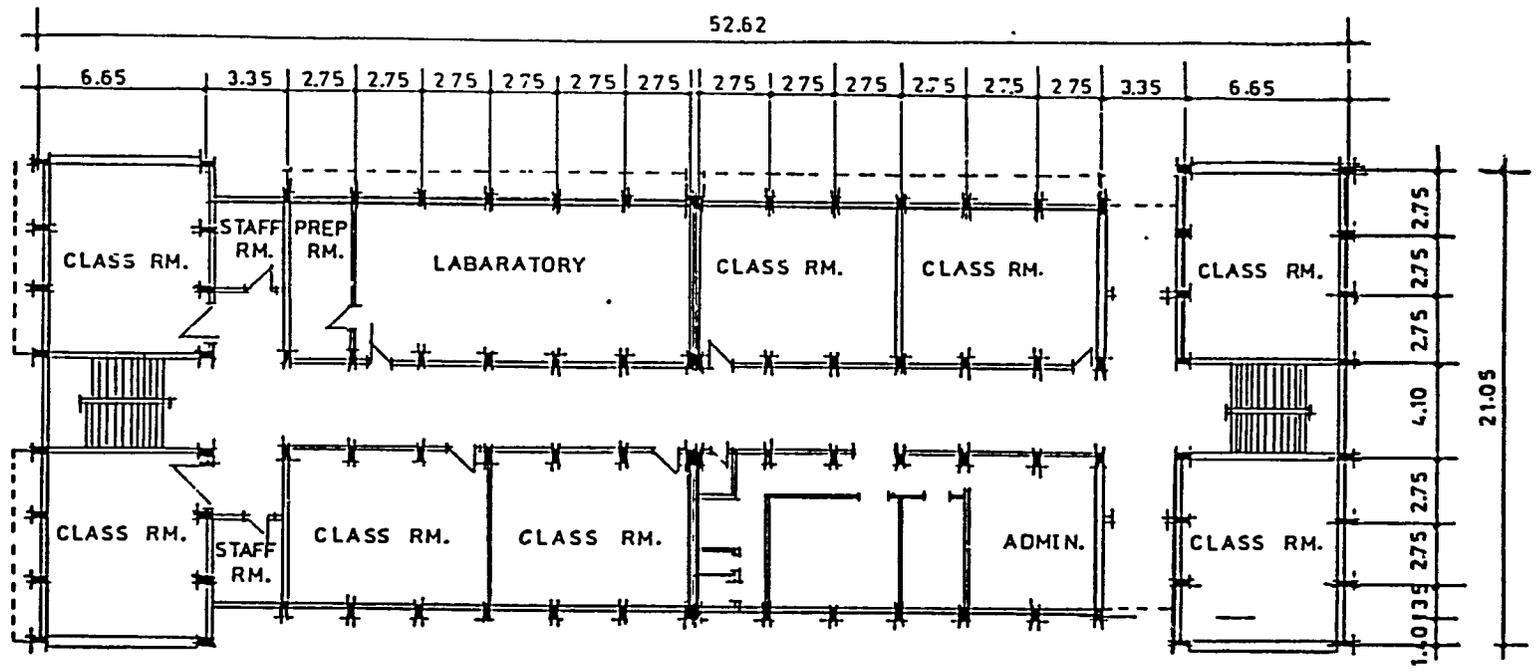
35

SCHOOL CONSTRUCTION III (278-0276)
LOGICAL FRAMEWORK MATRIX

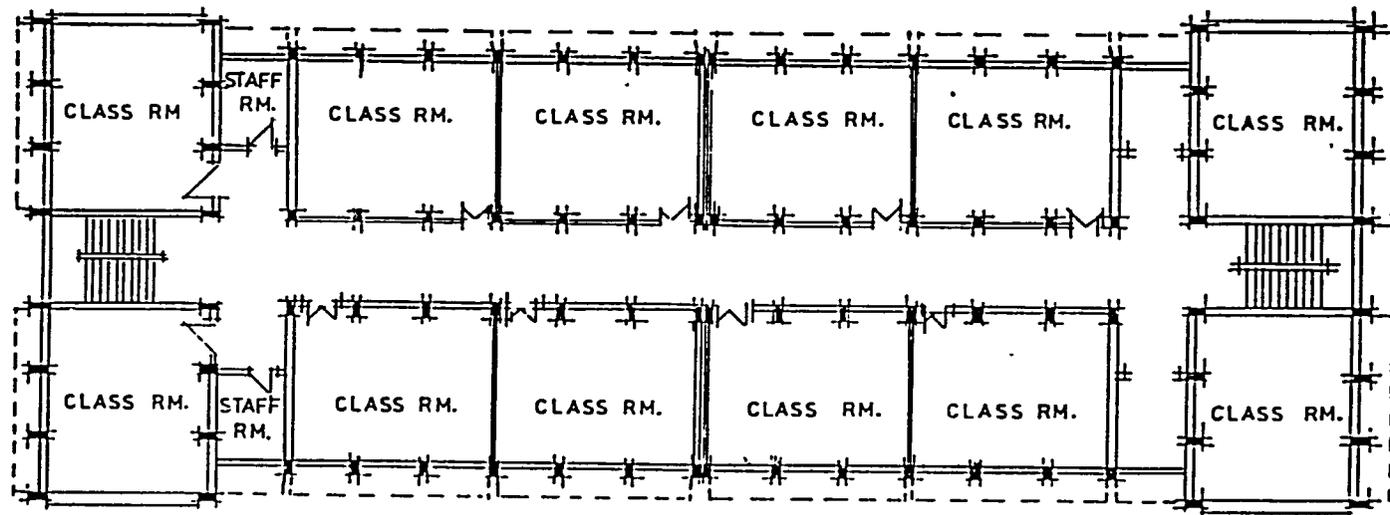
NARRATIVE SUMMARY	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS
<p>Program on Sector Goal: the broader GOJ objective to which this project contributes:</p> <ul style="list-style-type: none"> - To effect universal compulsory cycle education in Jordan. 	<p>Measures of Goal Achievement</p>	<p>Comparison of census and enrollment data</p>	<p>Assumptions for achieving goal targets:</p>
<p>Project Purpose:</p> <p>To Help satisfy demand for school classroom space with modern, efficient teaching facilities to be used principally for.</p>	<p>Enrollment of all compulsory cycle school age children.</p> <p>Approximately 30,000 students, principally in compulsory levels, being educated in new modern and well furnished and equipped school as opposed to current inadequate facilities.</p>	<p>Ministries of Public Works and Education reports and physical AID inspection.</p>	<p>GOJ enforces law that all students age 6-14 attend school</p> <p>Sufficient funds available to construct facilities needed to accommodate increasing school age population</p> <p>Assumptions for achieving</p>
<p>Outputs:</p> <p>Furnished and equipped New school facilities</p>	<p>Magnitude of Outputs:</p> <p>40 compulsory cycle schools completed</p>	<p>Certification of completion of construction by consulting engineer and GOJ/AID field inspections.</p>	<p>a) Continued demand for school facilities at established standards</p> <p>b) MOE continues to staff and operate facilities to meet standards</p> <p>Assumptions for achieving outputs:</p>
<p>Inputs:</p> <ul style="list-style-type: none"> a) School Construction b) School Furnishings c) Equipment d) Land 	<p>Implementation Target (Type and Quantity)</p> <ul style="list-style-type: none"> a) \$30.0 million from AID Funds b) \$11.4 million from GOJ budget c) furnishings and equipment for 40 schools provided 	<p>a) Funding: signed grant agreement</p> <p>b) Commodities, land, staff on site inspection and GOJ records</p>	<p>a) Timely availability of all inputs.</p> <p>b) Care taken in selection of construction contractors to ensure compliance with specifications and timely completion of the buildings</p> <p>Assumptions for providing inputs</p> <p>Parties will execute and comply with terms and conditions of grant agreement.</p>

ANNEX C
SCHOOL CONSTRUCTION III PROJECT

- 1. SCHOOL DRAWINGS**
- 2. STANDARD MOE FURNISHINGS**



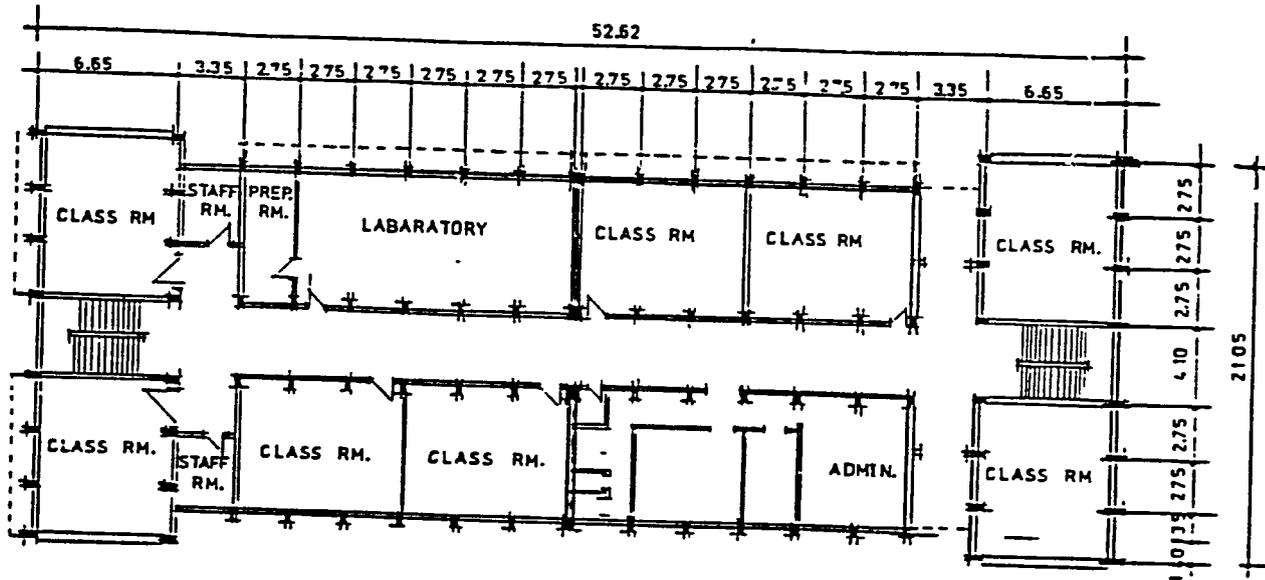
GROUND FLOOR PLAN (1/250)



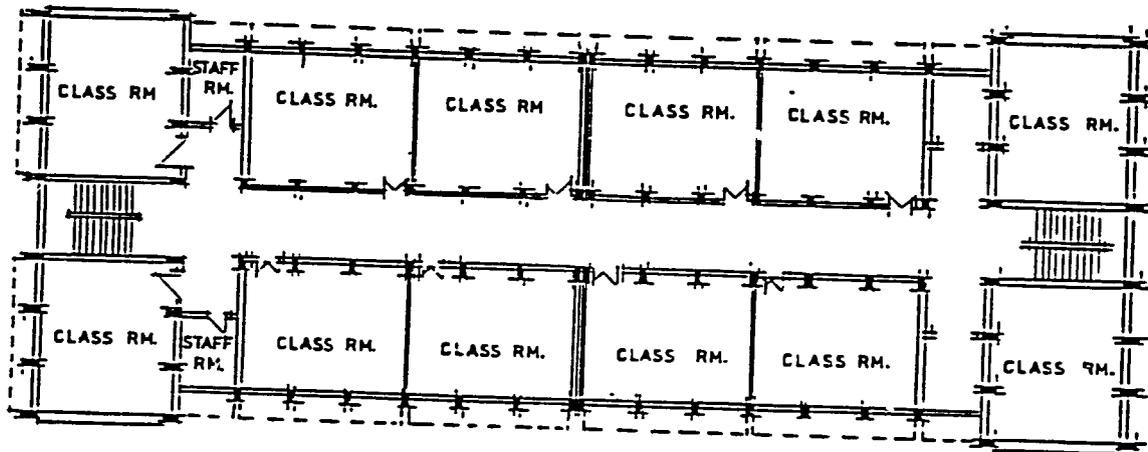
FIRST & SECOND FLOOR PLAN (1/250)
(TYPICAL)

SS

ANNEX B

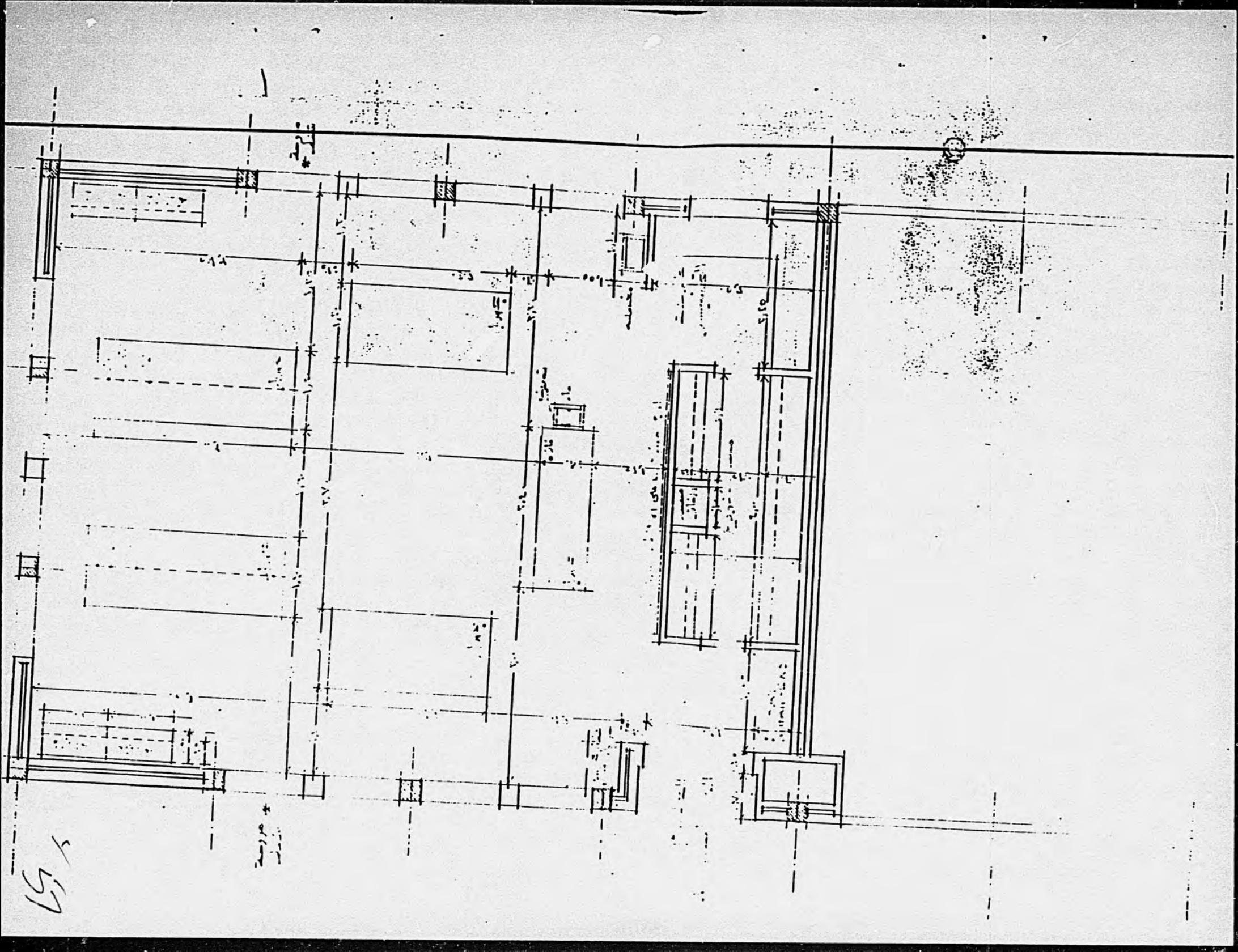


GROUND FLOOR PLAN — (1/250)



FIRST & SECOND FLOOR PLAN — (1/250)
(TYPICAL)

52



157

ANNEX D
SCHOOL CONSTRUCTION III PROJECT
STANDARD SCHOOL COSTS

CONSTRUCTION COST ESTIMATE

The construction cost estimate developed for this project is based on using local labor and materials with the exception of minor imported items that are off the shelf and are easily available in the local market. Methods of construction and quality of materials are governed by the general specification of the Ministry of Public Works for buildings and the special specification of the project. The average school building under this project is about 3,000 sq. m. in floor area. It also has a separate toilet unit of about 130 sq. m and other accessories. Construction cost of the toilet unit and other accessories is included in the cost estimate (JD/100/sq. m. of school floor area). Although the quantities of an average school building are known, there is a wide range of assumed factors that are added to the cost estimate. These factors are:

(a) Topography of the Site:

1. Building on a flat plot of land is cheaper than building on an undulating or steeply inclined plot.
2. When the plot is inclined, an additional half floor basement of 500 sq. m. will normally be constructed. Experience with School Construction II project indicated that 50 percent of the schools were with additional half floor basement. This factor is considered in estimating the cost of construction per school.
3. When the plot is inclined, it creates a situation where construction of heavy retaining walls is needed.

(b) Geographical Location of Each School:

It is more expensive to build schools in remote villages of Jordan than to build in Amman.

(c) Type of Soil Encountered to Support School Foundation:

Depending on the bearing capacity of the soil, it is anticipated that certain types of foundation will be required for each site. Types of foundation that will be used are: separate footings, continuous footing, strip foundation and mat foundation (in extreme cases only).

(d) Number of Floors Per School:

These school will be predominantly three floors each. However, some of them may be constructed with one floor or two floors. It is cheaper to construct one school with three floors than to construct three schools with one floor.

Factors, a-2, b, c and d are included in the contingencies.

T
b1

SCHOOL CONSTRUCTION III
FURNISHINGS AND EQUIPMENT
COST ESTIMATE PER SCHOOL
IN JORDANIAN DINARS

<u>Item No.</u>	<u>Description</u>	<u>Quantity</u>	<u>Unit Cost</u>	<u>Amount</u>
1.	Classroom Desks	600	20	12,000
2.	a. Teachers Desks	50	15	750
	b. Teachers Chairs	80	10	800
3.	Bookcases	25	40	1,000
4.	Library			
	a. Tables	15	35	525
	b. Chairs	60	10	600
5.	Physics Lab Equipment	L.S.		10,000
6.	General Science Lab Equipment	L.S.		10,000
7.	Physical Education Equipment	L.S.		1,300
8.	Workshop Equipment	L.S.		<u>3,000</u>
	Sub-Total			39,975
				(about
	Contingency 15%			40,000)
				6,000
	Grand Total			<u>46,000</u>
				=====

67

SCHOOL CONSTRUCTION III
CONSTRUCTION COST ESTIMATE PER SCHOOL
IN JORDANIAN DINARS

<u>Item No.</u>	<u>Description</u>	<u>Unit</u>	<u>Quantity</u>	<u>Unit Cost</u>	<u>Amount</u>
1.	Main Building	M ²	3,000	75	225,000
2.	Latrine	"	130	115	15,000
3.	Site Work		L.S.		45,000
4.	Utilities		L.S.		15,000
	Sub-Total				300,000
	Contingency @ 15%				45,000
	Grand Total				345,000
	Cost for 40 three-storey schools				13,800,000

✓
b3

SCHOOL CONSTRUCTION III
DESIGN ADAPTABILITY AND CONSTRUCTION
SUPERVISION FOR 10 SCHOOLS
IN JORDANIAN DINARS

<u>Description</u>	<u>No. of Persons</u>	<u>Total Man Month Per 10 Schools</u>	<u>Basic Salary</u>	<u>Total</u>
Inspector	10	130	200	26,000
Resident Engineer	5	65	500	32,500
Project Manager	1	13	700	9,100
Electrical Engineer (Part Time)	1	5	640	3,200
Sub-Total				70,800
Overhead at 100% of basic salary				70,800
Sub-Total				141,600
Profit at 13%				<u>18,408</u>
Sub-Total				160,008 (about 160,000)
Adapting design to site and preparing tender documents		L.S.		40,000
Contingency 15%			Total	200,000 30,000
Grand Total				230,000
Total Cost per School	23,000			

OUTLINE SPECIFICATION

A. Architectural

1. All interior walls shall be made of concrete blocks. The blocks shall have a minimum compressive strength of 35 kg/cm².
2. Stone surfacing to be made of Ma'an stones.
3. All exterior walls to be made of fairface concrete
4. All internal walls shall be given three coats of cement-mortar plaster.
5. All interior walls shall be given one base coat and additional two to three coats of emulsion paints.
6. All exterior concrete walls shall be given two to three coats of latex paint.
7. Floor finish shall be terazo tile.

B. Structural

1. Concrete used for slabs, footings and columns shall be class "D" concrete. Minimum compressive strength after 28 days is 210 kg/cm². (MPW specification).
2. Reinforcement steel shall have a yield point of 2,300 kg/cm² minimum.
3. Concrete used for non-reinforced structural members shall have a minimum compressive strength of 140 kg/cm² after 28 days.
4. Jordanian ordinary portland cement shall be used in all concrete work.

C. Electrical

1. Intensity of illumination shall be (250-300) LUX in each classroom.
2. Each floor shall be provided with a distribution board containing an automatic circuit breaker (thermal and magnetic) to protect against short circuit and overload.
3. All conduit shall be galvanized.
4. All wiring shall be PVC with insulation of (600-1000v).
5. All overhead lighting fixtures shall be double fluorescent.

ANNEX G

**SCHOOL CONSTRUCTION III PROJECT
PROJECT COMPLETION REPORT
SCHOOL CONSTRUCTION II PROJECT
278-0232**

UNCLASSIFIED

App. 5N, Ch 5, HB 3
(TM 3:26) 8-3-78

PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-44

1. PROJECT TITLE School Construction II			2. PROJECT NUMBER 278-0232	3. MISSION/AID/W OFFICE USAID/Jordan
5. KEY PROJECT IMPLEMENTATION DATES			4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY) <u>PCR-85-</u>	
A. First PRO-AG or Equipment FY <u>80</u>	B. Final Obligation Expected FY <u>80</u>	C. Final Input Delivery FY <u>84</u>	<input type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION	
6. ESTIMATED PROJECT FUNDING			7. PERIOD COVERED BY EVALUATION	
A. Total \$ <u>13.247m</u>			From (month/yr.) <u>5/80</u>	
B. U.S. \$ <u>6.7m</u>			To (month/yr.) <u>7/85</u>	
			Date of Evaluation Review <u>8/85</u>	

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., program, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
<p>This document serves as both a Project Assistance Completion Report and as a Completion Evaluation.</p> <p>The positive results of the implementation arrangements of this project should be followed if another School Construction Project is undertaken.</p> <p>Visit Karak School following opening of fall 1985 session to assure school is properly utilized. If not, recommend an appropriate course of action, including refund claim.</p> <p>Offer assistance either via TSFS or TDY of AID Direct Hire to review MOE methodology for site selection and student population estimation. Any follow on projects should be more precise in determining site selection criteria.</p>		

<p>9. INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS</p> <table> <tr> <td><input type="checkbox"/> Project Paper</td> <td><input type="checkbox"/> Implementation Plan e.g., CPI Network</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Financial Plan</td> <td><input type="checkbox"/> FIO/T</td> <td>_____</td> </tr> <tr> <td><input type="checkbox"/> Logical Framework</td> <td><input type="checkbox"/> FIO/C</td> <td><input type="checkbox"/> Other (Specify) _____</td> </tr> <tr> <td><input type="checkbox"/> Project Agreement</td> <td><input type="checkbox"/> FIO/P</td> <td>_____</td> </tr> </table>	<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Financial Plan	<input type="checkbox"/> FIO/T	_____	<input type="checkbox"/> Logical Framework	<input type="checkbox"/> FIO/C	<input type="checkbox"/> Other (Specify) _____	<input type="checkbox"/> Project Agreement	<input type="checkbox"/> FIO/P	_____	<p>10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT</p> <p>A. <input type="checkbox"/> Continue Project Without Change</p> <p>B. <input type="checkbox"/> Change Project Design and/or <input type="checkbox"/> Change Implementation Plan</p> <p>C. <input type="checkbox"/> Discontinue Project</p>
<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____											
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> FIO/T	_____											
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> FIO/C	<input type="checkbox"/> Other (Specify) _____											
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> FIO/P	_____											

<p>11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)</p> <p>Aodullah Ahmad, Project Officer, USAID/Amman</p>	<p>12. Mission/AID/W Office Director Approval</p> <p>Signature: <i>Gerald F. Gower</i></p> <p>Typed Name: Gerald F. Gower</p> <p>Date: Oct 29, 1985</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------

NEAR EAST EVALUATION ABSTRACT

JECT TITLE(S) AND NUMBER(S) School Construction II, 278-0232	MISSION/RID/4 OFFICE USAID/Jordan
------------------------------------------------------------------------	---------------------------------------------

JECT DESCRIPTION This project was designed to assist the GOJ to effect universal compulsory cycle (primary) education in Jordan. The project purpose is to "help satisfy demand for school classroom space with modern, efficient teaching facilities".

THORIZATION DATE AND U.S. LCP FUNDING AMOUNT April 24, 1980, \$6.7 M	PES NUMBER PCR-85-2	PES DATE 8/85	PES TYPE <input checked="" type="checkbox"/> Regular <input type="checkbox"/> Other (Specify)
STRACT PREPARED BY, DATE PO: D. Schroder IO/10/1985	ABSTRACT CLEARED BY, DATE PRM : RBrown (Draft) PRM : NHardy (Draft) ENG : AAhmad (Draft) A/DIR: RJohnson		<input type="checkbox"/> Special <input checked="" type="checkbox"/> Terminal

This final evaluation/project completion report of USAID's grant of \$6.7 million and Government of Jordan's \$6.5 million on School Construction II project was prepared by the project officer and reviewed by the project committee. The project officer interviewed headmasters, Ministry of Education and Government of Jordan officials as well as extracted information from project records, reports and files. AID Grant funds were disbursed by the modified Fixed Amount Reimbursement (FAR) method in four payments which were not made until construction stages were entirely and satisfactorily completed and for final payment USAID received from the Ministry of Education (MOE) an "implementation plan for staffing, furnishing and equipping the school".

This project was designed to assist the GOJ to effect universal compulsory cycle (primary) education in Jordan. The project purpose is to "help satisfy demand for school classroom space with modern, efficient teaching facilities".

The project has had remarkable success in achieving its outputs and purpose. Project outputs were the construction, equipping and staffing of 14 school buildings in 9 different cities, town and villages of Jordan. These schools are distributed in rural and urban areas and serve low income population. All 14 schools were completed on time and 13 of the schools were equipped, furnished, staffed and operational. Al Marj school at Karak is not yet operational, but is expected to be put into operation by the beginning of the school year in September 1985.

Based on discussions with headmasters/headmistresses during site visits to most of the operating schools, the project officer concluded that the new schools have caused desired improvement in space/student and student/teacher ratio. Although the project goal and purpose were achieved, MOE is still in need of 159 compulsory cycle schools to replace 33 percent of the rented schools which are structurally unsafe and unsuitable for educational purposes.

The PCR identifies areas where further attention is needed especially in the selection of appropriate sites, types of instruments to guarantee clear transfer of land ownership, and the use of these school facilities for non-compulsory education levels.

LESSONS LEARNED: The major lessons learned from this project relate to contract management and disbursement of funds, and the use of previous evaluations and recommendations gained from School Construction I in the design of School Construction II.

LIST OF ABBREVIATIONS TO IDENTIFY
GOVERNMENT OF JORDAN
PROJECT-RELATED AGENCIES

GOJ Government of Jordan
MOE Ministry of Education
MPW Ministry of Public Works

x
69

PROJECT ASSISTANCE COMPLETION REPORT
AND
COMPLETION EVALUATION

I. PROJECT IDENTIFICATION

A.I.D. Project Number : 278-0232
Project Title : School Construction II
Total Project Cost : \$13.247 million
Total A.I.D. Contribution : \$6.700 million
Total GOJ Contribution : \$6.547 million
Project Agreement Signed: 5/10/80

TERMINAL DATES

Original PACD : 9/30/83
Amended PACD : 7/30/84
Original TDD : 6/30/84
Amended TDD : 4/30/85

Total disbursements of
AID Grants as of 7/31/85: \$6.700 million

USAID/Amman Project Committee preparing completion report and
final evaluation are:

Richard Brown, Program Officer
Bishara Debbas, Cont.
Abdullah Ahmad, Eng.; Project Officer

II. PROJECT SUMMARY

USAID contributed dollars \$6.7 million in grant funds with the Government of Jordan's (GOJ) dollars \$6.547 million for Schools Construction II project. This joint USAID/GOJ effort was designed to help satisfy the Ministry of Education's (MOE) demand for additional classroom space by constructing 14 new schools in nine separate Jordanian towns and villages. All 14 schools have been completed and 13 are currently operational.

III. BACKGROUND

1. PROJECT DESCRIPTION

One of the major goals of the GOJ in its Education Sector is to effect universal, compulsory education in Jordan for all students in grades 1 through 9. This joint USAID/GOJ School Construction II project was designed to help satisfy the GOJ's urgent need for additional classroom space through constructing, furnishing and equipping 14 school buildings, consisting of approximately 420 classrooms, for boys and for girls, in 9 Jordanian towns and villages. (See Table 1 for a listing of the school sites). These schools were distributed in both rural and urban areas and were sited so as to serve a primarily low-income population. All schools were expected to be used primarily for the compulsory cycle of Jordan's school system. Criteria for selecting school sites were developed jointly by USAID and the GOJ and are listed at Annex A.

A common building design was prepared and used for all 14 schools constructed during the project. It featured a main three-storey building consisting of about 3,000 square meters of usable floor space. Each school has about 30 classrooms, a library, a laboratory, meeting rooms, administrative spaces, storage areas and toilet facilities for staff members. A separate toilet building of approximately 150 square meters of floor space with appropriate utility connections has been built for student use adjacent to each main school building. (See Annex B for a copy of the standard floor plan used for the schools). This design follows primarily the design used in the School Construction I project, but incorporates revisions in the design to eliminate a number of "overdesigns" and to economize on construction costs. Construction and construction supervision were done by a number of local firms. (See Table 1 for the names of the construction contractors and the consulting firms who built and supervised each of the project schools).

Total project funding was about \$13.247 million, consisting of a GOJ contribution worth approximately dollars \$6.547 million and an A.I.D. grant of dollars \$6.7 million. These A.I.D. grant funds were disbursed to the GOJ under the Modified Fixed Amount Reimbursement (M-FAR) method. Four payments of 30 percent, 35 percent, 20 percent and 15 percent were made as each school reached certain benchmarks in its construction. The final payment for each school was not made until construction was entirely and satisfactorily completed. This included all construction work, the installation and connection of all specified utilities, including water, sewerage and electricity, and USAID receiving from the MOE an "implementation plan for staffing, furnishing and equipping of the school".

2. SIGNIFICANT PROJECT EVENTS

The most significant event of this project is that all 14 schools have been built and all but one are fully operational. Although the project was delayed due to some unanticipated problems in acquiring the land for two of its school sites, the project has been reasonably close to its original schedules and budget estimates. USAID was not asked to make any contributions that were not agreed to at the outset. USAID and the GOJ are proud of these new school facilities and have shown them to many foreign visitors as examples of well-built school facilities that were built cooperatively with the U.S.

IV. EVALUATION METHODOLOGY

This document serves as both a Project Assistance Completion Report and as a Final Project Evaluation. Based on USAID's experience in implementing its highly successful School Construction I project, no interim evaluation was planned for School Construction II. The Project Paper called for a final evaluation of the project to be prepared during the second quarter of FY 1984. It was anticipated that this evaluation would occur approximately 6 months after the last school was completed. However, project completion was delayed and the timing of this evaluation was delayed accordingly.

Given USAID's experience with the School Construction I project, the relatively straightforward nature of this capital assistance building project and the day-to-day monitoring of the construction sites that were provided by our USAID Engineers, the USAID did not feel an evaluation by outside evaluators was necessary. Nonetheless, our in-house evaluator has held a number of discussions with headmasters/headmistresses of the project schools during site visits and inspections. These discussions have revealed insights and information that have helped us in shaping the

conclusions we make in this report. Also, USAID has held discussions with high ranking MOE officials and others in the GOJ who have contributed valuable data and insights for this evaluation. The USAID project files and inspection reports prepared by the USAID Project Officer during his periodic visits to each school site have also been helpful in preparing this final report.

V. EXTERNAL FACTORS

The MOE encountered problems in acquiring clear title for two school construction sites (Ras El-Ain and Ramtha) and with skilled labor supply and contractor problems at another (Al-Marj). These problems caused significant delays and USAID and MOE were forced to extend the original Project Assistance Completion Date (PACD) by 10 months from September 30, 1983 to July 30, 1984 and the Terminal Date for Disbursements (TDD) by 10 months from June 30, 1984 to April 30, 1985.

1. DELAYS AT THE RAS EL-AIN AMMAN SITE

The MOE had difficulty in acquiring the land needed for this site due to the non-availability of a suitable plot of land in the area. MOE did finally acquire suitable land in November 1981.

2. DELAYS AT THE RAMTHA SITE

Completion of the Ramtha School was delayed excessively because of problems arising from the delays by the MOE in making payment to the landowner for the land acquired by the MOE. The landowner took MOE to court seeking payment. The court ordered the work stopped until the payment question was settled. In retrospect, the documentation accepted in satisfaction of clear land title appeared in this instance to have been inadequate. Subsequently, the construction contractor (Haddadin Engineering Company) requested either a cost increase or contract termination. Ministry of Public Works in accordance with contract provision elected to terminate the contract. A new contract was awarded to another construction firm (Thiyab Brothers and Bushrah, a joint Venture) a year later after the court ordered work to stop under the first contract.

3. DELAYS AT THE AL-MARJ SITE

Completion of this school was delayed by the non-availability of adequately skilled laborers in the Karak area. When sufficient laborers could be found, they were not dependable. Additionally, the contractor Najeeb Amareen, was responsible for additional delays because of his poor management.

VI. KEY PROJECT ASSUMPTIONS

All key project assumption listed below remain valid throughout the life of the project.

1. Assumptions for achieving goal targets:
 - a. GOJ enforces law that all students age 6-14, particularly females, attend school.
 - b. Sufficient funds become available to construct facilities needed to accommodate increasing school age population.
2. Assumption for achieving purpose:
 - a. Continued demand for school facilities at established standards.
 - b. MOE continue to support and operate facilities to meet such standards.
3. Assumptions for achieving outputs:
 - a. Timely availability of all inputs.
 - b. Considerable care taken in selection of construction contractors to ensure compliance with specifications and timely completion of the buildings.
4. Assumptions for providing inputs:

Parties will execute and comply with terms and conditions of grant agreement.

VII. PROGRESS SINCE LAST EVALUATION

This is the only evaluation which has been scheduled for the project.

VIII. INPUTS

1. GOJ inputs were estimated at dollars \$6.547 million. These inputs contributed towards the construction, furnishing and equipping of 14 school buildings. Additionally, the GOJ provided all financial inputs needed to acquire the land required for these schools.
2. AID inputs totaled dollars \$6.7 million, and these inputs contributed towards the completion of 14 school buildings. Both GOJ and AID financed inputs for school construction were available on a timely basis. The MOE has provided the required furniture, staff and equipment

for all schools after completion of construction. The only exception is the Al-Marj School which is not yet operational. This school was not immediately utilized because the Department of Education at Karak proposed, subsequent to construction, to use the building as an administration office. High ranking officials of MOE have advised USAID that the Al-Marj School will be equipped, staffed and fully operational at the opening of schools in September 1985.

IX. OUTPUTS

The project outputs are the construction, furnishing, equipping and staffing of 14 schools. All 14 schools are completed and 13 are equipped, furnished, staffed and operational. The last school (Al-Marj School) is not operational but will be put into use as a school in September 1985.

X. PURPOSE

The Project Purpose, as stated in the Project Paper, is to "help satisfy the demand for school classroom space with modern and efficient teaching facilities".

The school buildings constructed under the project were meant to replace or supplement the crowded, rented classroom space. The rented buildings being used as schools have been in every case built for another purpose - usually as residences. Because they were mostly built as houses, the MOE rented facilities are totally inadequate for educational purposes because their rooms did not have sufficient space or light to serve as classrooms. In addition, some of these rented buildings were structurally unsafe. They were also extremely expensive, while the rental arrangements are intended to be temporary only, their high cost reduces significantly the amount of MOE budget which could have been used for the building of new school facilities. Since the project buildings have been completed and are operational (with the exception of Al-Marj School), the project purpose has been achieved by providing approximately 390 new classrooms specifically designed for teaching with modern and efficient teaching facilities.

Regarding the rented buildings, it can safely be stated that the completion of the new schools has eliminated the need for renting inappropriate buildings for classroom space. The cost of renting such space is much more expensive than the operating and maintenance cost of using MOE-owned schools. Therefore, the savings in operating cost provided by the new schools is significant and has contributed to the project purpose by allowing the MOE to construct other school facilities with these cost savings.

XI. GOAL

The goal for this project is to "effect universal compulsory cycle education in Jordan".

The successful completion of this project has made a significant contribution to the achievement of this goal. Based on discussion with headmasters/headmistresses during site visits to most of the operating schools, the project officer concluded that the new schools have caused desired improvement in space/student and student/teacher ratios.

While this project has been highly successful, the MOE is still in need of 159 compulsory cycle schools to replace 33 percent of the rented schools which are structurally unsafe and are unsuitable for educational purposes. The 159 schools will also meet the demand of student population in the compulsory cycle during 1985-1990. All of the project schools have been well built and are impressive. The facilities provided such as playgrounds, libraries and laboratories are excellent.

XII. BENEFICIARIES

The most direct beneficiaries of this project are the students who are enrolled in the newly constructed project schools and those that will follow them in the years to come. These students will no longer be taught in sub-standard rented facilities. They are now provided with modern efficient teaching facilities. The teachers who are teaching in the new project schools have also benefitted substantially from these modern facilities that will help them to be more effective teachers.

XIII. UNPLANNED EFFECTS

No unplanned effects have been identified this far.

XIV. LESSONS LEARNED

1. The Project Agreement indicates that all project schools are expected to be utilized for teaching students in the compulsory cycle (Grade 1 through Grade 9) of formal education. However, only 5 schools out of the 13 operated schools are being utilized fully for compulsory cycles and the remaining 8 are being utilized for compulsory plus secondary cycles.
2. Based on recommendation produced by evaluation of School Construction I (SCI) some revisions were made in the design of SCI which were used in School Construction II. Evaluation of SCII indicates that these revisions made the schools more responsive to utilization.

3. The Modified Fixed Amount Reimbursement (M-FAR) method used in disbursement of funds for School Construction II proved to be an appropriate and efficient disbursement tool. AID should use this system in its future school construction projects.
4. Local consulting firms if properly selected are capable of providing adequate construction supervision.

XV. REMARKS

Although the project did achieve its stated purpose, there is still an urgent need for additional classrooms to enable the GOJ to meet the ever-growing demands for enrollment in the GOJ's compulsory education programs and to replace some of the rented schools that are unsuitable for teaching purposes.

ANNEX-A
SITE SELECTION CRITERIA

MOE CRITERIA

1. To accommodate growth of school-age population.
2. To replace government-owned buildings in poor condition.
(Condition of school is graded and this information is available in MOE/Director of School Building files)
3. To replace rented buildings in poor condition.
4. To replace buildings with inadequate educational facilities.
5. To construct new buildings which meet required standards in terms of facilities.

USAID CRITERIA

1. Distribution of Schools to "urban" and "rural" areas should reflect the relative pressure for compulsory-level classroom space in those areas.
2. Schools to be funded should serve low-income areas.
3. The principal impact of the proposed schools will be to accommodate increase in the compulsory-level school population.
4. Separate schools for male and female students should be funded in proportion to the representation of the sexes in the general population.
5. Proposed schools should be at the compulsory level (grades 1-9).
6. Proposed schools will be fully utilized in the future.
7. Proposed schools should be sited to serve a radius of 2 km.

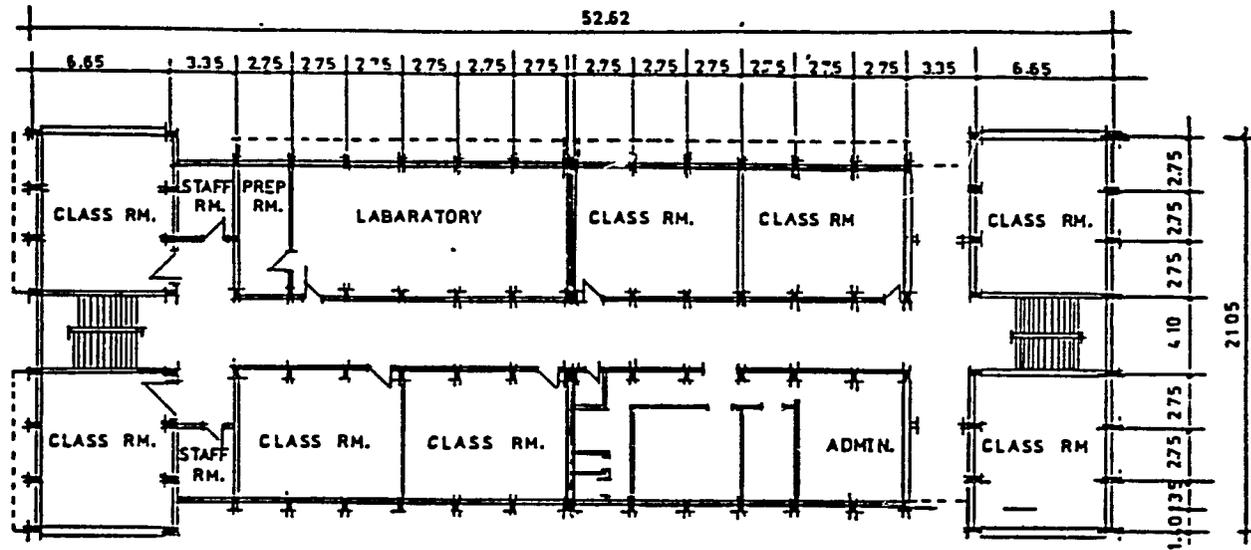
28

Table 1.. Names of Schools, Locations, Contractors and Dates of School
Construction and Completion, School Construction II, Jordan.

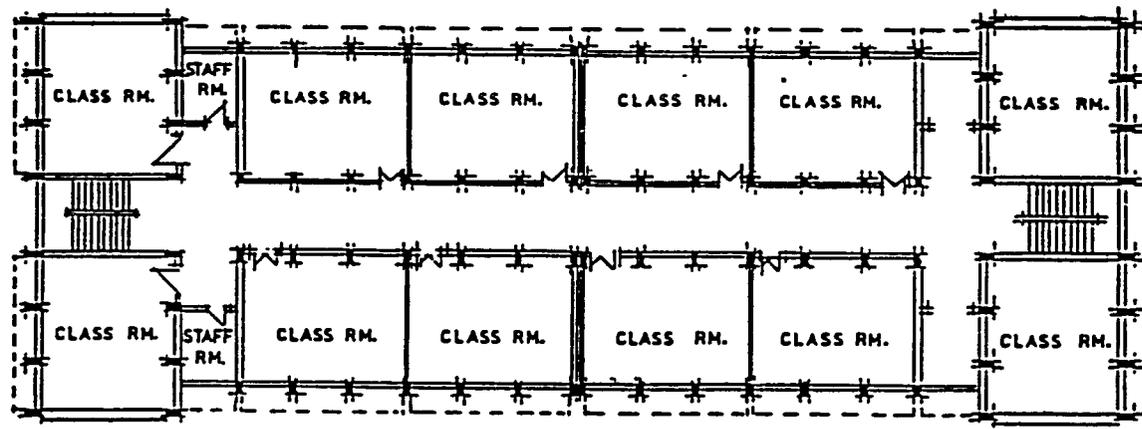
NO.	NAME	LOCATION	CHARACTER	CONTRACTORS	INSPECTION	CONTRACT	
						COMPLETE	START
1	JABAL AL-TAJ	AMMAN	URBAN	ARAB ENGINEERING GROUP	ARABTECH	DEC '82	JAN '81
2	SOUTH MARKA	AMMAN	URBAN	ARAB ENGINEERING GROUP	ARABTECH	DEC '82	JAN '81
3	JABAL AL-NASR	AMMAN	URBAN/RURAL	ALIA OFFICE ENGR/CONTR.	ARABTECH	SEPT '82	FEB '81
4	RAS EL-AIN	AMMAN	URBAN/RURAL	SALHA CONSTRUCTION	ARABTECH	JULY '84	NOV '81
5	DAHRAT AWAJAN	ZARQA	URBAN/RURAL	ABU AYYASH CONTRACTING	ARABTECH	MAY '83	MAY '81
6	MA'SUM	ZARQA	URBAN/RURAL	ABU AYYASH CONTRACTING	ARABTECH	JAN '83	MAY '81
7	EAST SIDE	IRBID	URBAN/RURAL	THIAB BROTHERS CO.	DIRAN	DEC '82	JAN '81
8	AL-MUWAJEH	IRBID	URBAN	MOHAMMAD ABY AISHEH	DIRAN	JAN '83	JUNE '81
9	WESTERN AREA	RANHA	URBAN/RURAL	HADDADIN ENGR CO. (1/3)	DIRAN	JULY '84	JUNE '81
10	KUFOR KHAL + KAFKAF + BALILA	KUFOR KHAL	RURAL	THIAB BRO. AND BUSHRA (2/3) ALIA OFFICE ENGR/CONTR.	DIRAN	JAN '83	JULY '81
11	AIN JENEH	AJLOUN	RURAL	ALIA OFFICE ENGR/CONTR.	DIRAN	SEPT '82	JAN '81
12	HOUSING AREA	SALT	URBAN/RURAL	ASA'AD HIJAB CONTR. (JOINT)	ARABTECH	MAR '83	MAY '81
13	CENTRAL	MADABA	URBAN	HADDADIN ENGR CO.	SIGMA	SEPT '82	FEB '81
14	AL-MARJ	KARAK	URBAN/RURAL	HAJEEB AMAREEN	SIGMA	JULY '84	MAY '81

79

ANNEX B



GROUND FLOOR PLAN — (1 / 250)



FIRST & SECOND FLOOR PLAN — (/ 250)
(TYPICAL)

28

ANNEX E
PROPOSED SCHOOL SITES

SITES PICKED BY GOJ FOR
SCHOOL CONSTRUCTION III PROJECT 278-0276

DEPARTMENT OF TEACHING & EDUCATION - THE CAPITAL DISTRICT

NO.	Male Female	Name of Office & Location	Parcel No.	Basin No.	Area M2	Remarks
A.		Jabal Al-Hussein Office				
1.	M.	Sport City	153	6	11206	Awaijan Gernin East
2.	F.	Prince Hassan Suberb	408&63	4	4242	
3.	M.	Jabal Husain	943	7	8613	
B.		Jabal Amman Office				
1.	M.	Grait Al-Faqaha Land				
2.	M.	Wadi Ser School Land				
C.		Ashrafieh Office				
1.	M.	Um Al-Heiran	740	7	8000	
2.	F.	Sahab	402&403	2	8000	
3.	M	Kherbit Al-Souq	6	4	6000	
D.		Mahatta Office				
1.	F.	North Hashimi	2414,2896	3	12328	Near Zabeidieh School Tijarieh School for Girls Land U.S. Grant School
2.	F.	Jofeh, West	347-351	33&19	11000	
3.	F.	Jabal Al-Nasr	43,1181	31	11054	
E.		Al-Betrawi Office				
1.	F.	New Zarqa	144	4	25000	Petravi Housing Near Traffic Dep.
2.	M.	Zarqa	80,85	6	30000	
F.		Shabib Office				
1.	F.	Ewijan	53	2	13000	Near Ewijan Sec. S for Girls Thabit Ewijan Al-Ma'rad Basin
2.	F.	Wadi Hajar	318	11	7000	
3.	F.	Rusaifa-North	15	20	2000	
G.		Madaba Office				
1.	M.	Madaba	1-4	18	7000	
2.	F.	Maein	9	13	7954	

SITES PICKED BY GOJ FOR
SCHOOL CONSTRUCTION III PROJECT 278-0276

DEPARTMENT OF TEACHING & EDUCATION -IRBID DISTRICT

Male Female	Name of Office & Location	Parcel No.	Basin No.	Area M2	Remarks
F. F.	Irbid Office Al-Barha - Irbid Irbid	1,2,3	9	4000	Al-Mutala Irbid Girls Trade School Land Ein Jalout Sec. Girls School Land
M.	Irbid				
F.	Beit Ras Office Hawara	137	26	5000	Near Sec. Girls Sch. of Hawara Registered in the Municipality Name
M.	Beshra	No number	24	6000	
F.	Eidoun Office Eidoun	Part of 3&4	36	10000	
F. M.	Tebneh Kufar Uoan	112 282-286 113	2 5	6000 10000	
M.	Ajloun Office Kufranjah	18-72-280 281-117	8-9-3	8000	
M.	Ramtha Office Ramtha	6-33-34 30-23	29	12000	Ibn Hazm School land
M.	Jarash Office Souf	117-385 119	49	9000	
M. F.	Mafrag Office Mafrag/North Quarts Bala'	208 58	5 1	7550 6000	

SITES PICKED BY GOJ FOR
SCHOOL CONSTRUCTION III PROJECT 278-0276

DEPARTMENT OF TEACHING & EDUCATION - BALQA DISTRICT

Male Female	Name of Office & Location	Parcel No.	Basin No.	Area M2	Remarks
M.	Salt Office				
M.	Al-zisarieh	1683	67	4728	
F.	UmAtieh (Wadi Gdeish)	28	46	10000	
	Damia				Damieh Sch. Land

DEPARTMENT OF TEACHING & EDUCATION KARAK DISTRICT

F.	Karak Office				
F.	Zei	32	31	17592	
F.	Tafileh/Burnus.Quarter	82-812	5	8000	
M.	Tafileh/Sanfha	80	14	7393	

DEPARTMENT OF TEACHING & EDUCATION - MA'AN DISTRICT

M.	Ma'an Office				
	Ma'an	Part of	23	20000	
		26			
F.	Aqaba				
F.	Wadi Musa	41	12	12000	Bani Shti School Land

ANNEX F
STATUS OF SCHOOL CONSTRUCTION PROGRAM
COMPARATIVE STATISTICS OF CLASSROOMS

X
85

STATUS OF SCHOOL CONSTRUCTION PROGRAM
COMPARATIVE STATISTICS OF CLASSROOMS
CONSTRUCTED BY CYCLE

Scholastic Year	Primary	Prepara- tory	Secondary (Academic)	Secondary (Vocational)	Community Colleges	Total
1980/81	293	106	216	71	47	733
1981/82	214	156	67	152	34	623
1982/83	580	215	197	82	47	1121
1983/84	294	188	81	123	39	725
<u>Total</u>	<u>1381</u>	<u>665</u>	<u>561</u>	<u>428</u>	<u>167</u>	<u>3202</u>

STATUS OF JORDANIAN SCHOOL CONSTRUCTION PROGRAM
REQUIREMENTS FOR NEW M.O.E. OWNED CLASSROOMS
THIRD FIVE - YEAR PLAN PERIOD
1986 - 1990

Year	Increased Student Population			Total	Replacing Rented Classrooms	Total Annual Requirements
	Compulsory	Secondary Academic	Secondary Vocational			
1985/86	309	92	31	432	365	797
1986/87	333	102	36	471	365	836
1987/88	349	114	42	505	365	870
1988/89	364	128	50	542	365	907
1989/90	380	144	61	585	365	950
<u>Total</u>	<u>1735</u>	<u>580</u>	<u>220</u>	<u>2535</u>	<u>1825</u>	<u>4360</u>

ANNEX H
GOJ REQUEST FOR ASSISTANCE

THE HASHEMITE KINGDOM
OF JORDAN
MINISTRY OF PLANNING

AMMAN

Tel. { 44466 - 44470
44381 - 44385

Tlx. 21319 - P. O. Box 555

Teleg. NPC - Amman

مملكة الأردن

ANNEX H



32
المملكة الأردنية الهاشمية

وزارة التخطيط

عمان

هاتف { ٤٤٤٦٦ - ٤٤٤٧٠
٤٤٣٨١ - ٤٤٣٨٥

تلكس ٢١٣١٩ - ص.ب. ٥٥٥

NO.

122/26/3/4041

DATE

15/9/1985

REF.

ACTION COPY

الرقم

التاريخ

الموافق

Mr. Gerald F. Gower
Director
USAID
Amman, Jordan

Dear Mr. Gower,

With reference to our recent discussions, I am writing to request if you would kindly consider the allocation of \$30 million as a grant to be used for the construction, furnishing and equipping of approximately 40 compulsory level schools for boys and girls in cities, towns and villages of Jordan.

Your understanding and support of our development effort are very much appreciated.

Sincerely yours,

Minister of Planning

ANNEX I
ANPAC PID-LIKE DOCUMENT APPROVAL CABLE

ACTION AID-3 INFO AMB DCM

VZCZCAJC239
 OO RUEHAM
 DE RUEHC #3840 2391352
 ZNR UUUUU ZZH
 O 271353Z AUG 85
 FM SECSTATE WASHDC
 TO AMEMBASSY AMMAN IMMEDIATE 0444
 BT
 UNCLAS STATE 263840

LOC: 5
 05 SEP 85
 CN:
 CHRG: AID
 DIST: AID

ACTION COPY

PO

AIDAC

III E.O. 12356: N/A
 TAGS:
 SUBJECT: SCHOOL CONSTRUCTION III (278-0276)
 REF: AMMAN 07568

1. PRC MET 8/16 TO REVIEW SUBJECT PID PROPOSAL. NO ISSUES WERE IDENTIFIED FOR CONSIDERATION BY THE ANPAC. THEREFORE, MISSION MAY PROCEED TO DEVELOP PP FOR FY 85 FUNDING.

2. PRC DISCUSSED ADVISABILITY OF MISSION'S ADDRESSING PAST AND PROPOSED FUTURE INVESTMENT IN SCHOOL CONSTRUCTION IN CONJUNCTION WITH PREPARATION OF CDSS FOR EXPANDED PROGRAM. THIS DISCUSSION SHOULD INCLUDE, AS APPROPRIATE, EFFORTS GOJ IS UNDERTAKING TO IMPLEMENT EXPANDED INFRASTRUCTURE PROGRAM TO BE FINANCED FY AID.

3. IN THIS REGARD, PP ANALYSIS SHOULD TAKE INTO ACCOUNT THE PREVIOUS EXPERIENCE USAID HAS HAD IN THIS SECTOR, THE EXPERIENCE AND PROGRAMS OF OTHER DONORS, AND ANY RECOMMENDATIONS WHICH HAVE BEEN IDENTIFIED IN PREVIOUS EVALUATIONS, REPORTS, ETC. SPECIAL ATTENTION SHOULD BE PAID TO THE ABILITY OF THE GOJ TO ABSORB THE INCREASED LEVEL OF CONSTRUCTION ACTIVITY ON TOP OF ONGOING OTHER

DONOR FUNDED CONSTRUCTION, AND TO SUPPLY THE NECESSARY GOJ INPUTS OF O AND M, TEACHERS, COUNTERPART FUNDING, ETC., ON A TIMELY BASIS. IN ADDITION, THE QUALITATIVE ASPECTS OF INCREASING ACCESS TO FEMALE STUDENTS SHOULD BE EXAMINED.

4. ANE/PD/MEDNE WILL PREPARE:

- (A) REQUEST FOR AD HOC DELEGATION OF AUTHORITY FROM A/AID FOR MISSION DIRECTOR TO APPROVE SUBJECT PROJECT; AND
- (B) CN FOR SUBMISSION WHEN CONGRESS RE-CONVENES 9/2/85.

WE WILL KEEP USAID ADVISED REGARDING STATUS OF THESE DOCUMENTS, AS WELL AS APPROVAL OF IEE NEGATIVE DETERMINATION. WHITEHEAD

BT

3840

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

AMMAN - JORDAN

وكالة الولايات المتحدة للانماء السولي

عمان - الاردن

ANNEX J

CERTIFICATION PURSUANT TO SECTION 611(e)
OF THE FOREIGN ASSISTANCE ACT OF 1961
AS AMENDED

I, Gerald F. Gower, the principal officer of the Agency for International Development in Jordan, having taken into account, among other things, the maintenance and utilization of projects in Jordan previously financed or assisted by the United States, do hereby certify that in my judgment Jordan has both the financial capability and the human resources capability to effectively maintain and utilize the capital assistance project, School Construction III (Project No. 278-0276).

Gerald F. Gower
Gerald F. Gower
Director, USAID/Jordan

19 SEPT. 1985
Date

ANNEX K

STATUTORY CHECKLIST

A. GENERAL CRITERIA FOR PROJECT.

1. FY 1985 Continuing Resolution
Sec. 525; FAA Sec. 634A; Sec.
653(b).

(a) Describe how authorizing and appropriations committees of Senate and House have been or will be notified concerning the project; (b) is assistance within (Operational Year Budget) Country or international organization allocation reported to Congress (or nor more than \$ 1 million over that amount)?

a. Congressional Notification will be forwarded to both such

b. This assistance results from a supplemental Appropriation for Jordan for the fiscal year 1985.

2. FAA Sec. 611(a) (1). Prior to obligation in excess of \$ 100,000, will there be (a) engineering, financial or other plans necessary to carry out the assistance and (b) a reasonably firm estimate of the cost to the U.S. of the assistance?

a) Yes

b) Yes

3. FAA Sec. 611(a) (2). If further legislative action is required within recipient country, what is basis for reasonable expectation that such action will be completed in time to permit orderly accomplishment of purpose of the assistance?

. No such action is required

4. FAA Sec. 611(b); FY 1985
Continuing Resolution Sec. 501.
If for water or water-related land resource construction, has project met the standards and criteria as set-forth in the principles and Standards for Planning Water and Related Land Resources, dated October 25, 1973, or the Water Resources, dated October 25, 1973, or the Planning Act (42 U.S.C. 1962, et seq.)? (See AID Handbook 3 for new guidelines).5.

N/A

7. FAA Sec. 601(a). Information and conclusions whether projects will encourage efforts of the country to: (a) increase the flow of international trade; (b) foster private initiative and competition; and (c) encourage development and use of cooperatives, and credit unions, and savings and loan associations; (d) discourage monopolistic practices; (e) improve technical efficiency of industry, agriculture and commerce; and (f) strengthen free labor unions.

Project will encourage efforts under "B" and "C" since project will be constructed by private sector. By providing increased educational facilities, the work force's efficiency should improve the technical efficiency of industry and commerce.

8. FAA Sec. 601(b). Information and conclusions on how project will encourage U.S. private trade and investment abroad and encourage private U.S. participation in foreign assistance programs (including use of private trade channels and the services of U.S. private enterprise).

The project will not directly contribute to these goals.

9. FAA Sec. 612(b), 636(h); FY 1985 Continuing Resolution Sec. 507. Describe steps taken to assure that, to the maximum extent possible, the country is contributing local currencies to meet the cost of contractual and other services, and foreign currencies owned by the U.S. are utilized in lieu of dollars.

Jordan is not an excess currency country. The project agreement will stipulate the GOJ contribution of local currencies to meet the costs of contractual and other services.

10. FAA Sec. 612(d). Does the U.S. own excess foreign currency of the country and, if so, what arrangements have been made for its release? Jordan is not on excess currency country.
11. FAA Sec. 601 (e). Will the project utilize competitive selection procedures for the awarding of contracts, except where applicable procurement rules allow otherwise? Yes
12. FY 1985 Continuing Resolution Sec. 522. If assistance is for the production of any commodity for export, is the commodity likely to be surplus on world markets at the time the resulting productive capacity becomes operative, and is such assistance substantial injury to U.S. procedures of the same, similar or competing commodity? N/A
13. FAA 118(c) and (d). Does the project comply with the environmental procedures set forth in AID Regulation 16. Does the project or programs take into consideration the problem of the destruction of tropical forests? Yes
N/A
14. FAA 121(d). if a Sahel project, has a determination been made that the host government has an adequate system for accounting for and controlling of project funds expenditure of project funds (dollars or local currency generated there form)? N/A
15. FY 1985 Continuing Resolution Sec. 536. Is disbursement of the assistance conditioned solely on the basis of the policies of any multilateral instruction? No

FUNDING CRITERIA FOR PROJECT

1. Development Assistance
Project Criteria

- a. FAA Sec. 102(b), III, 113, 281(a). Extent to which activity will (a) effectively involve the poor in development, by extending access to economy at local level, increasing labor-intensive production and the use of appropriate technology, spreading investment out from cities to small towns and rural areas, and insuring wide participation of the poor in the benefits of development on a sustained basis, using the appropriate U.S. institutions; (b) help develop cooperatives, especially by technical assistance, to assist rural and urban poor to help themselves toward better life, and otherwise encourage democratic private and local governmental institutions; (c) support the self-help efforts of developing countries; (d) promote the participation of women in the national economies of developing countries and the improvement of women's status, (e) utilize and encourage regional cooperation by developing countries?

a) These school will, to the extent possible, be utilized at the compulsory level. This will involve the poor, hopefully increasing the possibility of their gaining access to the economy.

b) Will not directly help develop cooperative.

c) By providing additional educational facilities the countries self help efforts should be enhanced

d) a number of these schools will be for girls

e) Will not directly utilize or encourage regional cooperation).

- b. FAA Sec. 103, 103A, 104 105, 106. Does the project fit the criteria for the type of funds (functional account) being used?

N/A

- c. FAA Sec. 107. Is emphasis on use of appropriate technology (relatively smaller, cost-saving, labor-using technologies that are generally most appropriate for the small farms, small business, and small incomes of the poor)? N/A
- d. FAA Sec. 110(a). Will the recipient country provide at least 25% of the costs of the program, project, or activity with respect, to which the assistance is to be furnished (or is the latter cost-sharing requirement being waived for a (relatively least developed country)? Yes
- e. FAA Sec. 110(b). Will grant capital assistance be disbursed for project for more than 3 years? If so, has justification satisfactory to Congress been made, and efforts for other financing, or is the recipient country "relatively least developed"? (M.O. 1232.1 defined a capital project as "the construction, expansion, equipping or alternation of a physical facility or facilities financed by AID dollar assistance of not less than \$100,000, including related advisory, managerial and training services, and not undertaken as part of a project of a predominantly technical assistance character." No
- f. FAA Sec. 122(b). Does the activity give reasonable promises of contributing to the development of economic resources, or to the increase of productive capacities and self-sustaining economic growth? As directly as increasing educational facilities can so contribute

g. FAA Sec. 281(b).

Describe extent to which program recognizes the particular needs; desires, and capacities of the people of the country; utilizes the country's intellectual resources to encourage institutional development; and supports civil education and training in skills required for effective participation in government processes essential to self-government.

There is a need for compulsory level (1-9) schools in Jordan. This project recongnizes this need and will alternate it semeulat.

2. DEVELOPMENT ASSISTANCE PROJECT CRITERIA (LOANS ONLY) .

a. FAA Sec. 122(b).

Information an conclusion on capacity of the country to repay the loan, at a reasonable rate of interest

N/A

b. FAA Sec. 620(d). If assistance is for any productive enterprises which complete with U.S. enterprises, is there an agreement by the recipient country to prevent export to the U.S. of more than 20% of the enterprise's annual production during the life of the loan?

N/A

3. ECONOMIC SUPPORT FUND PROJECT CRITERIA

a. FAA Sec. 531(a). Will this assistance promote economic and political stability? To the extent possible, does it reflect the policy directions of FAA Section 102?

The project is expected to promote both the economic and political stability of Jordan by contributing to the fulfilment of the country's five year development plan

b. FAA Sec. 531(c). Will assistance under this chapter be used for military, or paramilitary activities?

No

X
99
1

- c. FAA Sec. 534. Will ESF funds be used to finance the construction of, or the operation or maintenance of, or the supplying of fuel for, a nuclear facility? If so, was the president certified that such use of funds indispensable to nonproliferation objectives? No
- d. FAA Sec. 609. If commodities are to be granted so that sale proceeds will accrue to the recipient country, have Special Account (counterpart) arrangements been made? N/A

ANNEX L

SCHOOL CONSTRUCTION III PROJECT
IMPACT IDENTIFICATION AND EVALUATION FORM

<u>Impact Areas and Sub-areas (1)</u>	<u>Impact Identification and Evaluation (2)</u>
A. LAND USED	
1. Changing the character of land through:	
a. Increasing population -----	N
b. Extracting natural resources -----	N
c. Land clearing -----	N
d. Changing Soil character -----	N
2. Altering natural defenses -----	N
3. Foreclosing Import uses -----	N
4. Jeopardizing man or his works -----	N
5. Other Factors	
_____	_____
_____	_____
B. WATER QUALITY	
1. Physical State of Water -----	N
2. Chemical and Biological states -----	N
3. Ecological Balance -----	N
4. Other Factors	
_____	_____
_____	_____

(1) See Explanatory Match for this form.

(2) Use the following symbols: N - No environmental impact
 L - Little environmental impact
 M - Moderate environmental impact
 H - High environmental impact
 U - Unknown environmental impact

x
101

IMPACT IDENTIFICATION AND EVALUATION FORM (Cont'd)

C. ATMOSPHERIC

- | | |
|--------------------------|-------|
| 1. Air additives ----- | N |
| 2. Air Pollution ----- | N |
| 3. Noise Pollution ----- | N |
| 4. Other Factors | |
| _____ | _____ |
| _____ | _____ |

D. NATURAL RESOURCES

- | | |
|------------------------------------------------|-------|
| 1. Diversion, altered use of water ----- | N |
| 2. Irreversible, inefficient commitments ----- | N |
| 3. Other Factors | |
| _____ | _____ |
| _____ | _____ |

E. CULTURAL

- | | |
|------------------------------------------|-------|
| 1. Altering physical symbols ----- | N |
| 2. Dilution of cultural traditions ----- | N |
| 3. Other Factors | |
| _____ | _____ |
| _____ | _____ |

F. SOCIOECONOMIC

- | | |
|------------------------------------------------|-------|
| 1. Changes in economic/employer patterns ----- | U |
| 2. Changes in Population ----- | N |
| 3. Changes in cultural patterns ----- | U |
| 4. Other Factors | |
| _____ | _____ |
| _____ | _____ |

IMPACT IDENTIFICATION AND EVALUATION FORM (Cont'd)

G. HEALTH

- | | |
|-------------------------------------------|------------------|
| 1. Changing a natural environment ----- | <u> N </u> |
| 2. Eliminating an ecosystem element ----- | <u> N </u> |
| 3. Other Factors | |
| _____ | _____ |
| _____ | _____ |

H. GENERAL

- | | |
|---------------------------------|------------------|
| 1. International impacts ----- | <u> N </u> |
| 2. Contraversial impacts ----- | <u> N </u> |
| 3. Larger Program impacts ----- | <u> N </u> |
| 4. Other factors | |
| _____ | _____ |
| _____ | _____ |

I. ARCHAEOLOGICAL ARTIFACTS

_____	_____
_____	_____

PROTECTED BY
THE ANTIQUITIES
LAW NO. 12

TEACHER POPULATION

<u>TYPE OF TEACHER</u>	<u>1978</u>	<u>1983</u>	<u>TOTAL INCREASE</u>	<u>PERCENT INCREASE</u>
Elementary	13,197	14,873	1,676	13%
Preparatory	6,604	8,520	1,916	29%
Secondary (Academic)	2,584	4,598	2,014	78%
Secondary (Vocational)	540	723	183	34%
Post Secondary (V.T.T.)	513	1,155	642	125%
Universities	492	1,007	515	105%
Total	23,930	30,876	6,946	29%
	=====	=====	=====	=====
Student Teacher Ratio	27.4-1	26.3-1		

STUDENT ENROLLMENT

<u>TYPE OF STUDENT</u>	<u>1978</u>	<u>1983</u>	<u>TOTAL INCREASE</u>	<u>PERCENT INCREASE</u>
Elementary	428,535	473,027	44,492	10%
Preparatory	138,801	181,432	42,631	31%
Secondary (Academic)	62,115	94,008	31,893	51%
Secondary (Vocational)	8,826	14,094	5,268	60%
Post Secondary (VOC. & T.T.)	8,861	28,167	19,306	218%
University	8,358	22,302	13,944	167%
TOTAL	675,496	813,030	157,594	21%
	=====	=====	=====	=====

MEMORANDUM

Date: August 12, 1985

To: ANE/PD/MEDNE, Joseph Carroll,
Project Chairperson

From: ANE/PD/ENV, Stephen F. Lintner, JFL
Environmental Coordinator

Subject: JORDAN - Project Identification Document - School
Construction III Project (278-0276) - Environmental
Clearance

I have reviewed documentation provided by the Mission (Amman 7568) for the proposed project and concur with recommendation that the project be given a "Negative Determination" in compliance with the requirements of 22 CFR 216, "A.I.D. Environmental Procedures". In the cable, Paragraph 6 (D), Environmental Considerations, identifies key environmental issues and provides for proper mitigation activities. The Mission is requested to assure that all designs address the proper management of solid waste. A representative from the Department of Antiquities should inspect all schools sites to avoid damage to archeological and/or historical sites. The monitoring and evaluation plans for the project should include a review of environmental issues, especially the management of wastewater and solid waste.

cc:

GC/ANE, R. Johnson
AID/Amman, A. Ahmed, Mission Environmental Officer
AID/Amman, L. Donnelley, Chief Engineer
AID/Amman, D. Robertson, Regional Legal Advisor
AID/Amman, T. Roshoi, Chief, Project Development

Project Authorization.

Name of Country: Jordan

Name of Project: School Construction III

Number of Project: 278-0276

1. Pursuant to Section 531 of the Foreign Assistance Act of 1961, as amended, I hereby authorize the School Construction III Project for Jordan (the Grantee) involving a planned obligation of not to exceed \$30,000,000 in grant funds subject to the availability of funds in accordance with the AID OYB/Allotment process, to help in financing local currency costs for the project.

2. The project consists of construction, furnishing, and equipping approximately 40 schools for boys and girls in various locations in Jordan.

3. The Project Agreement which may be negotiated and executed by the officer(s) to whom such authority is delegated in accordance with AID regulations and delegations of authority shall be subject to the following essential terms and covenants and major conditions, together with such other terms and conditions as AID may deem appropriate.

4. Source and Origin of Goods and Services.

Goods and services financed by AID under the project shall have their source and origin in Jordan, except as AID may otherwise agree in writing.

5. Conditions Precedent to Initial Disbursement

(a) General.

Prior to any disbursement under the Grant or to the issuance of any commitment documents under the Project Agreement for such disbursement, the Grantee shall furnish in form and substance satisfactory to AID a set of proposed school site selection criteria.

