

وزارة التربية والتعليم
ادارة اللوازم والتزويد
مديرية العطاءات
قسم العطاءات المحلية للتجهيزات

(فهرس المحتويات)

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١ - أولاً: دعوة استدراج رقم (13 / ش م / 2024)

الى السيد / السادة

تدعو وزارة التربية والتعليم المناقصين المتخصصين للمشاركة في تقديم عروضهم خدمات / مراجعة عملية الاصلاح وتقييم تأثيرها على حالة إدارة المرافق وصيانتها في نظام التعليم الأردني

وفقاً للمواصفات والشروط الخاصة والعامة المرفقة بهذه الدعوة في موعد لا يتجاوز الساعة (الثانية) الثانية بعد الظهر من يوم الثلاثاء الموافق ٢٠٢٤/٣/١٢، في مبنى إدارة اللوازم والتزويد - قسم العطاءات المحلية - مكتب رقم (١١٨)

وهذا وتشترط اللجنة للنظر في العطاءات ان يظل العرض قائماً لمدة لا تقل عن (٩٠) يوماً من تاريخ تقديم العرض .

وتفضلوا بقبول فائق الاحترام،،

وزير التربية والتعليم
.....
لغات الرطامه



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٢- ثانياً: نموذج تقديم العرض

معالي وزير التربية والتعليم

بناء على طلب دعوة العطاء رقم (13 / ش م / 2024) ووفقاً للتعليمات والشروط العامة والخاصة والمواصفات المرفقة بها فاني أقدم عرضي وأوافق على أن أقوم بتوريد كل أو بعض اللوازم المعروضة بالأسعار وشروط التسليم والمواصفات المبينة في هذا العرض. وإني ألتزم بأن يظل هذا العرض قائماً لمدة (٩٠) يوماً اعتباراً من تاريخ إغلاق العطاء وإني أفوض السيد (.....) بتمثيل مؤسستنا في كافة الإجراءات والتبليغات المتعلقة بهذا العرض لدى وزاراتكم.

المفوض

بالتوقيع

.....

اسم المناقص : (.....)
العنوان : (.....)
ص.ب : (.....)
هاتف : (.....)

الخاتم

ملاحظة : يجب أن يعبأ هذا النموذج بالكامل وأن يربط العرض عند تقديمه الى قسم العطاءات المحلية للتجهيزات - وزارة التربية والتعليم ، والا فلجنة الشراء المختصة اهمال العرض واعتباره كأن لم يكن.



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٣- ثالثاً : الشروط الخاصة

١. تطبق أحكام نظام المشتريات الحكومية رقم (٨) لسنة (٢٠٢٢)م وتعديلاته والتعليمات الصادرة بموجبه.
٢. تقدم العروض (ورقياً) في إدارة اللوازم والتزويد - غرفة رقم (١١٨) في موعد لا يتجاوز الساعة (الثانية) من بعد ظهر يوم الثلاثاء الموافق ٢٠٢٤/٣/١٢ ثمن نسخة الاستدراج (مجانياً).
٣. يتم ايداع تأمين الدخول فقط في وزارة التربية والتعليم /مبنى إدارة اللوازم والتزويد قسم العطاءات المحلية وتكون باسم وزير التربية والتعليم بالإضافة لوظيفة بمغلف مختوم ومغلق مكتوب عليه اسم ورقم العملية الشرائية ليتم وضعها في صندوق لجنة الشراء (المختصة) على ان لا تتجاوز الموعد المحدد الوارد في دعوة الاستدراج ويكون على شكل كفالة بنكية - وفقاً النموذج المرفق - او شيك مصدق صادر من احد المؤسسات المالية المرخصة والعاملة في المملكة (بنسبة ٣%) من قيمة اللوازم الواردة بعرضه (قيمة العرض المالي المقدم).
٤. يعتبر تقديم العرض من قبل المناقص بأنه موافق على جميع ما ورد بهذه الوثائق .
٥. تقدم الأسعار بالدينار الاردني شاملة للرسوم الجمركية والضريبة العامة على المبيعات.
٦. على المناقص إعلام الوزارة خطياً بعدم موافقته على تمديد فترة صلاحية عرضه قبل انتهاء مدة صلاحية عرضه ب (١٠) عشرة أيام على الأقل (ليتم اعادة تأمين دخول العطاء له)، وبخلاف ذلك يعتبر المناقص موافق على تمديد صلاحية عرضه.
٧. يجب أن تكون المواصفات الواردة في عرض المناقص واضحة ومبوبة بشكل جيد.
٨. يجب ذكر السعر الافرادي والاجمالي.
٩. يدفع للمتعهد المحال عليه العطاء ١٠٠% من قيمة الاحالة بعد تقديم التقرير التقييمي النهائي واعتماده من وحدة التنسيق التنموي (DCU).
١٠. الشروط الخاصة لدعوة الاستدراج حسب ما جاء بالشروط المرجعية المرفقة.
١١. يجوز للمناقص أن يطلب من وزارة التربية والتعليم ايضاحاً عن وثائق الشراء وحسب ما جاء في نظام المشتريات الحكوميه رقم (٨) لسنة ٢٠٢٢ م
١٢. على المناقص ان يرفق بعرضه الوثائق التي تثبت ما يلي:-
 - أ- الأهلية القانونية للدخول في العطاء وتتضمن تقديم ما يلي:
 - (١) شهادة سجل تجاري من وزارة الصناعة والتجارة سارية المفعول.
 - (٢) رخصة مهن سارية المفعول .
 - (٣) براءة الذمة من دائرة ضريبة الدخل والمبيعات



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١٣. يحق لوزارة التربية والتعليم وفقاً لاحكام نظام المشتريات الحكومية والتعليمات الصادرة بموجبه إلغاء عملية الشراء وحسب ما جاء بالماده رقم (١٧) من نظام المشتريات الحكوميه رقم (٨) لسنة ٢٠٢٢ م .
١٤. على المناقص الذي احيل عليه العطاء وقبل توقيع أمر الشراء دفع الرسوم المقررة بموجب التشريعات وتقديم تأمين حسن التنفيذ خلال المدة التي تحدد في كتاب التبليغ الذي يرسل اليه لاستكمال اجراءات التعاقد الخاص بقرار الاحالة .
١٥. يعتبر توقيع امر الشراء (العقد) من قبل المتعهد اعترافاً منه بأنه مطلع على كافة محتويات قرار الاحالة وامر الشراء وكل ما يتعلق بهما وانه ملتزم التزاماً تاماً بمحتوياتهما ومضمونهما .
١٦. في حال مخالفة المتعهد لأي بند من بنود العقد المبرم معه فعلى لجنة الشراء اتخاذ الاجراءات اللازمة والواردة في وثائق الشراء وفي نظام المشتريات الحكومية رقم (٨) لسنة (٢٠٢٢) والتعليمات الصادرة بموجبه .
١٧. للجنة الشراء الحق بانهاء عقد الشراء المبرم مع المتعهد في أي من الحالات التالية: -
أ - تقصير المتعهد في إنجاز العقد. ب - ارتكاب المتعهد تصرفات تتسم بالاحتيال أو التلاعب أو الرشوة.
ج - إفسار المتعهد أو إفلاسه.
١٨. تقدم الضمانات حسب ما جاء بنظام المشتريات رقم (٨) ٢٠٢٢ م وتعديلاته :
أ) تأمين حسن تنفيذ للعطاء المحال عليه على شكل كفالة بنكية - وفقاً النموذج المرفق- او شيك مصدق صادر من احد البنوك او المؤسسات المالية المرخصة والعاملة في المملكة بمبلغ لا يقل عن ١٠% عشرة بالمائة من القيمة الاجمالية للإحالة (قبل توقيعه على امر الشراء).
١٩. يلتزم المناقص باستعمال نماذج الضمانات / الكفالات المعتمدة والمبينة ادناه :-
أ-نموذج تأمين كفالة دخول العطاء
ب-نموذج تأمين كفالة حُسن تنفيذ



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٤ - رابعًا : Terms of Reference

**For a consultant to provide an independent (external)
mid-term review of the Reform Process under the
Development Policy Loan in Education for the Ministry
of Education, Jordan**

Pages (8 - 11)



Terms of Reference

For a consultant to provide an independent (external) mid-term review of the Reform Process under the Development Policy Loan in Education for the Ministry of Education, Jordan

Employer: Ministry of Education, Jordan

Project: Support of Reforms in the Jordanian Education Sector (Development Policy Loan, Phases I and II)

1. Preamble

These *Terms of Reference* (ToR) describe the tasks of the Consultant necessary for the execution of the services, and it is rather the Consultant's responsibility to thoroughly study the ToR and the scope of services. However, this list of tasks and activities can by no means be considered as the complete and comprehensive description of the Consultant's duties.

The Consultant has to take into account the general situation in the country and in the project area and particularly the conditions and constraints related to infrastructure, accessibility, transport, accommodation, administration and security.

Above all, the Consultant should keep in mind the obligation to follow the most efficient approach, the need to strictly maintain the time schedule of the submission of the deliverables and the scope of the proposed consultancy. It is understood that the Consultant should perform all work necessary to fulfill the objectives of the assignment.

2. Scope of services

2.1 Background and Objective

The German Government has been supporting reform processes in the Jordanian education sector through a Development Policy Loan (DPL) provided by KfW German Development Bank to the Government of Jordan (GoJ) represented by the Ministry of Planning and International Cooperation (MoPIC). Based on defined triggers/indicators to be implemented by the MoE, the loan has been provided to the Ministry of Finance (MoF) as budget support. The reform process is accompanied by a political dialogue between the GoJ and the German Embassy.

The DPL aims at **supporting reforms in the MoE and related entities to improve Facility Management and Maintenance (FM/M) in Jordanian public schools**. A Policy Matrix serves as the core document of the reforms to improve FM/M in Jordanian public schools. The Ministers of Education, Planning and Finance have jointly endorsed the Matrix.

These ToR refer to a Mid-Term Review of the **entire reform process under the Development Policy Loan against the objectives, strategies and indicators (triggers) outlined in the DPL Policy Matrices for Phases I (2020-2021) and II (2022-2023)**.

In particular, it is the objective of the assignment to review the reform process and to assess its impact on the status of facility management and maintenance in the Jordanian education system.

Based on the GoJ priorities, the **first DPL policy matrix (2020-2021)** was aligned around three objectives, thus providing support to the improvement of (i) existing policies, rules and regulations for facility management in the interest of raising overall educational quality; (ii) operational planning and data provision for policy making related to facility management under the ESP; and (iii) operational measures at the level of governorates, field directorates (FDs) and schools.

It was the overall intention of the DPL to not only make a contribution to improved maintenance and facility management in the narrower sense, but rather to make a **systemic contribution by means of contributing to overall system strengthening and educational quality improvement**. Therefore,



the Policy Matrix ensured that **specific disbursement triggers showed a direct relation to the overarching strategic documents and their key performance indicators**. In doing so, the Policy Matrix provided a foundation for the creation of synergetic effects which ultimately aimed at making a significant contribution to overall system improvement, as reflected by the related KPIs of the Education Strategic Plan (ESP) of the GoJ.

Further, the Policy Matrix Phase 1 supported a close collaboration between major donors active in the field of maintenance and facility management. At the international level, that particularly referred to a cooperation with USAID on improving data availability and specifically utilisation, with CIDA on strengthening decentralised structures through the SDDP programme, and with GIZ on the conceptualisation of a comprehensive maintenance model.

The first matrix presented two cross-cutting core triggers which pointed to (A) the adoption of a comprehensive draft concept for improving the learning environment in public schools in line with the Policy Matrix; and (B) the essential requirement of the availability of detailed budget lines for all budget items in relation to the planning for the fulfilment of the DPL objectives. The core triggers were essential for the entire implementation process of the DPL, and also prepared the ground for the second phase and the **second DPL policy matrix (2022-2023)**.

While the first matrix, in addition to two the core triggers, assigned 10 triggers to monitoring and assessing the objectives of the DPL, the second matrix maintained six operational triggers plus two core triggers related to overall project execution against the Operational Plan. One of these core triggers (CC1) related to the availability of an external mid-term review of the entire reform process.

2.2 Overview of milestones previous of DPL implementation

The two DPL Policy Matrices (together with their accompanying DPL Responsibility Matrices) represent the strategic outline of MoE's reform programme, with both documents having been approved and endorsed by Ministry of Education, Ministry of Finance (MoF) and Ministry of Planning and International Cooperation (MoPIC).

Although progress on some activities during the implementation of the first Policy Matrix were severely affected by the COVID-19 crisis, MoE was successful by the end of the implementation period of the first phase in having achieved all milestones related to the disbursement-relevant Triggers A-C, and also in achieving at least some of the Triggers 1-9.

In particular, the alignment of the School Environment Improvement Strategy in Public Schools 2020-2022 with the DPL Policy Matrix resulted in a number of additions to the existing strategy document, in order to ensure a representation of all Triggers and related activities. As such, the existing strategy incorporated a specific focus on facility management and school environment issues, and reflected the objectives of the DPL reform process. As a consequence, the Operational Plan of the School Environment Improvement Strategy was revised and aligned with the DPL Matrix, and attained the status of an official MoE document signed and endorsed by the Secretary General (SG). As such, important elements of the DPL Matrix became institutionalised in MoE's key school environment strategy as a starting point for generating future impact.

The successful completion of TA related to the qualitative monitoring of teaching and learning at the level of the beneficiaries (Trigger 2) laid the foundation for regularly surveying and scoring the status of the school environment and the condition of schools, thus providing a sound methodology for assessing qualitative impact of facility management issues in future. In addition, the general acceptance of qualitative surveying has been strengthened further during the continuous application of the DPL-supported tool by the Educational Quality and Accountability Unit (EQUA) of MoE.

Further, MoE has put in place the required steering structures, as evidenced by the establishment of the DPL Policy Committee, the Technical Committee (comprising Focal Points for all the DPL Triggers) and the Maintenance Committee (with its Focus Groups).

In 2020, MoE, in close collaboration with the USAID-funded *Enhancing School Management and Planning* (ESMP) project, managed a school physical assessment that captured structural, electrical, WASH, safety, and disability access data for all GoJ non-rented schools. Data was stored on a cloud



platform with full MoE access to the data, including 150,000 photographs. In 2021, GoJ conducted a School Facility Audit and reviewed the 2020 survey methodology. It was proposed making the facility audit an annual activity led and managed by MoE staff. Integral part of the 2021 survey was a risk rating. The risk scores were summarised and itemised by school, using a pre-design report that immediately formatted the data. At school and central level, high risk items were flagged "red" for immediate review and remediation. In partnership with MoE, a school condition scoring system was established, with a list of high, medium, and low priority repair items by school - along with related budget estimates.

School Maintenance Budget Planning with internal tools for prioritising repairs and providing rough cost estimates, allowed schools to prepare more accurate school maintenance budgets, with verification documentation. MoE-ESMP worked with school headmasters to extract and prepare school maintenance budget plans, and drafted reports for the Field Directorates (FDs), Governorates, and central levels. Key to this activity was that field data was collected in line with the Governorate and ministry budget planning cycles.

Based on the achievements by the end of the first phase (end-2021), the DPL went into its second phase (2022-2023). The second phase is currently still under implementation.

2.3 Specific work

The Consultant is expected to undertake a comprehensive mid-term review of the reform process, including the following tasks:

- (i) to review the design of the policy matrices against the current context of education reform, and to assess the extent to which this framework remains appropriate for improving the facility management and maintenance (FM/M) in the Jordanian education sector;
- (ii) on the basis of (i), assess whether the objectives and strategies of the reform have been addressed adequately, and whether adequate attention has been paid to linking FM/M with raising the status of educational quality provision on the country;
- (iii) on the basis of (i) and (ii), assess the extent to which the policy reform has been implemented (against the Triggers provided in the respective matrices) and the effectiveness of the approaches employed;
- (iv) on the basis of (i), (ii) and (iii), assess the impact of the reform both on FM/M and on educational quality;
- (v) in particular, assess whether appropriate choices and priorities have been made in the implemented activities;
- (vi) in the light of progress, resource constraints and the current context, recommend updated short-term objectives (to be achieved by 2025) and an outline medium to long-term strategy (post-2025) – in particular, highlight the linkages between FM/M and the raising of educational quality for all;
- (vii) prepare a mid-term review draft report;
- (viii) prepare a final report addressing any potential comments received on the draft report.

All activities will be implemented in close collaboration with project partners, particularly MoE and its related entities, particularly the MoE the Managing Directorate of Buildings & International Project, the Planning Directorate, EMIS, and the ESMP project.

3. Methodology

The assignment will be conducted in Amman on the basis of a preceding preparatory desk research, including field visits to all of the with field visits to all the three Regions of Jordan (North, Central and South). The result will be a comprehensive **external mid-term review report** on the current status of implementation of the DPL reform process, as described in the underlying Policy Matrices (and



accompanying Responsibility Matrices) based on the fully documented findings generated during the mission.

Preparatory Phase:

- (1) Preparation
 - Analysis of relevant documents provided by MoE and its relevant Directorates, other partners and cooperating ministries, including the Ministries of Public Works and Housing (MPWH), the Ministry of Finance (MoF) and the Ministry of Planning and International Cooperation (MoPIC).

Field Phase:

- (2) Initial stakeholder consultations
 - The Consultant will conduct interviews and discussions with key stakeholders as listed above, and other stakeholders identified during preliminary discussions.
- (3) Assessment of the extent to which the DPL reform process has been implemented in the Regions, and the effectiveness of the approach employed, including an analysis of
 - whether structural and management reform (e.g., decentralisation) have been addressed adequately
 - institutional capacity strengths and weaknesses;
 - choice of appropriate measures in design and implementation of the reform strategy (against the objectives, strategies, activities and Triggers outlined in the respective DPL matrices);
 - level of appropriate and beneficial utilisation of partnerships.

Reporting Phase:

- (4) Drafting of comprehensive report
 - The Consultant will draft a mission report (30-35 pages excluding annexes) representing the **mid-term review** with a comprehensive documentation and analysis of the findings in the 1 Region against the policy matrices as attachment according to the tasks presented in Section 2.3. above.
 - An Executive Summary shall be presented at beginning of the report. Reporting language is English.
 - The draft will be presented to MoE and then shared with stakeholders for commenting. These will then be considered by the Consultant for subsequent integration into a Final Report.

The Report should be authored originally in English. However, a translated copy into Arabic has to be submitted in line with the original copy as soft editable copies via email.

Timeline:

The expected starting date of the assignment is 1st April 2024. An implementation period of 25 days is foreseen, as specified below. The final starting date will need to be discussed and agreed upon with MoE.



Preliminary timeline		
Ref.	Activities	Duration (estimate)
(1)	Preparation	5 days
(2)	Initial stakeholder consultations and sampling design	5 days
(3)	Field visits to 1 Region	5 days
(4)	Reporting: <ul style="list-style-type: none"> a comprehensive mission report with a comprehensive data analysis of the findings in the 3 Regions against the DPL Policy Matrices as attachment; including incorporation of comments and presentation to stakeholders. 	10 days
Total		25 days

4. Expertise required and experts' profiles

A team of two consultants is suggested, sharing the following experience among them:

Expert 1:

- Postgraduate university degree in engineering, architecture or related field.
- At least 10 years of professional experience, with a proven record of having been involved in public data management with a focus on (educational) infrastructure
- Experience in Jordan or the Region would be a definite advantage.
- Experience in cooperating with bilateral and/or multilateral financing organisations; knowledge of KfW's key policies and German financial cooperation (FC) principles in the area of education.
- Working knowledge of Arabic, fluency strongly preferred.
- Fluency in English.

Expert 2:

- Postgraduate university degree in education.
- At least 10 years of professional experience, with a proven record of having been involved in education sector reviews and/or evaluations.
- Experience in Jordan or the Region would be a definite advantage.
- Working knowledge of Arabic, fluency strongly preferred.
- Fluency in English.

One of the experts will be the team leader.

The Contractor will need to specify the **total number of working days per expert which should not exceed 50 working days in total.**



Annex 1: Policy matrix / Monitoring Chart of the Ministry of Education (MoE) – Development Policy Loan in Education, Jordan – Phase I – Final version (24 August 2020)

Objective and mode of operation of individual triggers	Levels and underlying policies	Involved MoE departments/other institutions and donor partners	Trigger #	Triggers for Disbursement ¹ (10/2020 and 10/2021)		Required supporting evidence (Means of Verification) for tranche release (subject to verification by KfW) <i>Note: all documents/statements need to be accompanied by certified English translations</i>		Long-term Perspective (From 10/2021 until 10/2025)	Baseline 12/2019	Risks ² Low (L) – Medium (M) – High (H)
				10/2020	10/2021					
To develop a comprehensive maintenance strategy and operational plan, serving as the sole basis for implementation of the facility management reform, coupled with the identification of specific training and capacity development needs, including preventive maintenance	Central level and decentralised levels	MoE MoPIC DCU Planning Directorate	A	Until 10/2020: Policy Matrix adopted, in line with the "School Environment Improvement Strategy in Public Schools 2020-2022", including a Responsibility Matrix, detailing the timeline, benchmarks, and MoE Directorates in charge of coordination and implementation for fulfillment of each Trigger. Until 10/2021: Policy Matrix operationalised into an Operational Plan with formulated baselines and targets, including a plan for capacity development in facility management (i.e. a description of all training/capacity building needs related to facility management in the context of this matrix, from central MoE level to Governorate, Field Directorate and school level), also outlining the related MoE based funding mechanism	<ul style="list-style-type: none"> Official document signed by the highest relevant authorities, i.e. a joint document signed by the Minister of Education, Minister of Planning and Minister of Finance, which formally adopts the Policy Matrix³ Official document (Responsibility Matrix) signed by the Managing Directorates, clearly outlining responsibilities and time lines according to each trigger's description Official document mapping the activities of the DPL Policy Matrix on the "School Environment Improvement Strategy in Public Schools 2020-2022", signed by the SG MoE 	<ul style="list-style-type: none"> Fully developed Operational Plan for the Policy Matrix, including baselines and targets, endorsed by the SG MoE Training plan for capacity development in facility management endorsed by the SG MoE 	<p>Reform gradually implemented on the basis of the Operational Plan in line with the strategies developed and operationalised by 10/2021, and inclusion of a specific focus on facility management in the next potential ESP.</p>	School Environment Improvement Strategy in Public Schools 2020-2022 available has informed the DPL Policy Matrix. In 2018, donors asked for the inclusion of specific indicators on maintenance into the Common results Framework (CRF). While MoE suggested two indicators, these however were not pursued further, and neither baselines nor targets were formulated ⁴ .	(L) There remains a (low) risk that MoE does not commit to funding the capacity building activities which however is addressed by cross-cutting Trigger B. (H) Covid-19 disrupts Jordan's public sector priorities, therefore a delay in reforms is likely.	
Cross-cutting core triggers for all objectives				<p>Until 10/2020:</p> <p>(i) Sufficient budget allocation provided to cover facility management activities in Jordanian public schools, i.e. the minimum budget for 2021 being the original budget for 2020 plus at least 10%, referring to the Government Consultations dated 12 August 2020. <i>The Budget allocation still to be decided in detail. The German Ministry for Economic Cooperation and Development (GIZ), together with KfW, is awaiting a separate detailed confirmation from MoE on the scheduled budget allocations from 2021 until 2023, as discussed during the Government Consultations dated 12 August 2020.</i></p> <p>Further, (ii) preparation of a concept to strengthen MoE's budgeting process and capacities regarding the adequate budgeting of maintenance costs.</p> <p>Until 10/2021:</p> <p>(i) Sufficient budget allocation provided to cover facility management activities in Jordanian public schools⁵ and</p> <p>(ii) detailed and substantiated financing needs and budget lines emerging from the Policy Matrix Operational Plan developed for the 2022 budget planning process, outlining all budget items in relation to the planning for the fulfillment of the triggers included in this policy matrix (e.g. capacity building/training, maintenance & evaluation including data collection, maintenance in 2022), and envisaged sources for provision of financing agreed between MoE and MoF with a binding commitment by MoF to provide the additional financing under (i) and (ii);</p> <p>(iii) implementation of the new concept with respect to the facility management budget for the Fiscal Year 2022.</p>	<ul style="list-style-type: none"> Official document signed by MoE with proof of proportional maintenance budget disbursements in 2021 (basis is formal communication in October 2020) Official document signed by MoE with proof of the proportional amount of the maintenance funds actually spent in 2021, disaggregated by budget item according to the trigger description⁶ Official document from MoF, ideally approved by Cabinet, committing to provide respective funding for MoE according to trigger description⁷ Official concept paper with MoE logo, signed by the relevant MoE officer at the MoE budget department and endorsed by the SG of MoE, according to trigger description 	<ul style="list-style-type: none"> Official document signed by MoF with proof of proportional maintenance budget disbursements in 2021 (basis is formal communication in October 2020) Official document signed by MoE with proof of the proportional amount of the maintenance funds actually spent in 2021, disaggregated by budget item according to the trigger description Official document from MoF, Field Directorate, school and level (central, Governorate, MoE) Official document signed by MoE showing the financing needs for MoE according to the trigger description⁸ Official document showing the financing needs, budgeting lines and respective funding sources according to trigger description under (i) and (ii) Official document from MoF, ideally approved by Cabinet committing to provide additional funding for MoE, according to trigger description under (i) and (ii) Progress report on the implementation of the new concept under (iii) signed by the relevant MoE Official 	<p>Budget planning and preparation continuously improved as well as disbursements continuously carried out according to the Operational Plan.</p>	Detailed budget lines in relation to the planning for the fulfilment of the triggers included in this policy matrix not yet available.	(M) While MoF has indicated to fully collaborate with MoE on making available the necessary funding related to achievement of the DPL triggers, there remains a risk that funding requirements are underestimated by MoE, and/or that disbursements are not undertaken by MoF as expected ⁹ .	

¹ The Triggers for Disbursement are a precondition for Disbursement of the Development Policy Loan's tranches in accordance with Article 2.3 g) (Conditions precedent to disbursement) of the Loan Agreement.

² Overall average risk levels for the provision of the DPL to the GoJ remain moderate. The identified remaining risks are mitigated through regular political and policy dialogue and ongoing monitoring by KfW country office (and the provision of advice where appropriate).

³ Overall average risk levels for the provision of the DPL to the GoJ remain moderate. The identified remaining risks are mitigated through regular political and policy dialogue and ongoing monitoring by KfW country office (and the provision of advice where appropriate).

⁴ (i) Number and percentage of schools and directorates that are receiving and using an adequate amount of funds to improve the student environment as per their school and directorate improvement law; and (ii) Percentage of schools and directorates assessed performing 'adequate' or better based on EQAU student environment criteria (relates to WB PforR DLR46.2 and 6.3); Cf also: PFAFFE, J.F.: Monitoring, assessment and support to EU and other donor-funded education and complementary programmes by the Ministry of Education to deal with the Syria Crisis. Service Contract for EU External Actions N° ENI/2016/380-381 for JORDAN. Mission 4, Output 5; Report on CRF Update Workshop for stakeholders. Submission Date: 06 July 2018. Bettembourg: PROMAN S.A.

⁵ See remark under (f) above.

⁶ See remark under "Triggers for Disbursement" for 10/2020.

⁷ See remark under "Triggers for Disbursement" for 10/2020.

⁸ This will however be mitigated through ongoing political dialogue and coordination between involved partners (Prime Minister's Office, MoPIC, MoF, MoE and – partly – MoPWH).



Objective and mode of operation of individual triggers	Levels and underlying policies	Involved MoE departments/other institutions/donor part	Trigger #	Triggers for Disbursement ¹ (10/2020 and 10/2021)	Required supporting evidence (Mr. [redacted] Verification) for release (subject to validation by (KIV)) Note: all documents/statements need to be accompanied by certified English translations		Long-term Perspective (From 10/2021 until 10/2025)	Baseline 12/2019	Risks ² Low (L) – Medium (M) – High (H)
					10/2020	10/2021			
<p>Cross-cutting core triggers for all objectives:</p> <p>To implement a nationwide sensitisation campaign on the importance of hygiene measures at schools in light of COVID-19 that should be further developed and broadened to maintaining school facilities as "community property", thus raising identification with one's school and reducing vandalism</p>	<p>Central, Governorate and FD level</p>	<p>Planning Directorate of Education (Students) ETC (Teachers) Directorate of Media & Public Relations (Community) Directorate of Decentralisation (Experiences)</p>	<p>Until 10/2020: (i) Implementation of sensitisation campaign on the importance of hygiene measures at schools in light of COVID-19 based on existing plans. (ii) Based on the experiences of such nationwide campaign, preparation of ToR for the development of communication plan, clearly elaborating on content, implementation design of a broadened nation-wide sensitisation campaign esp. importance of proper treatment of school infrastructure being "community property". Until 10/2021: On the basis of the ToR, communication plan developed for a nation-wide sensitisation campaign, including an identification of the main recipients of the campaign, the key stakeholders for implementation, and the overall costs</p>	<ul style="list-style-type: none"> Implementation of WASH sensitisation campaign Terms of Reference according to trigger description, signed by the relevant officer and endorsed by the SG 	<ul style="list-style-type: none"> Communication plan for a sensitisation campaign, with MoE logs, signed by the relevant MoE officer and endorsed by the SG according to trigger description 	<p>Implementation of the sensitisation campaign initiated, accompanied by a plan for future upscaling; thereafter gradually implemented according to milestones identified in the proposals for future upscaling developed after 10/2021</p>	<p>MoE is currently preparing for a sensitisation campaign within the framework of the School Environment Improvement Strategy in Public Schools 2020-2022. It will however be important to include a particular focus on the importance of maintaining school facilities being "community property".</p>	<p>(L) While MoE is already preparing for a sensitisation campaign, a (low) risk remains that the funding requirements are underestimated by MoE which could hamper the successful implementation of the campaign.</p>	



Objective	Specific objective	Objective and mode of operation of individual triggers	Levels and underlying policies	Involved/other departments	Trigger II	Triggers for Disbursement ⁹ (10/2020 and 10/2021)	Required supporting evidence (Means of Verification – MoV) for tranches release (subject to verification – W)		Long-term Perspective (From 10/2021 until 10/2025)	Baseline 12/2019	Risks ¹⁰
							10/2020	10/2021			
1. Improve existing policies, rules, and regulations for facility management in the interest of raising overall educational quality	a) Enhance operational and maintenance responsibilities at decentralised levels b) Create an operational link between facility management and the enhancement of educational quality	To ensure the effective and efficient implementation of the new decentralised maintenance budget strategy, in order to realise the full potential of the policy reform	Central and Decentralised levels, esp. Governorate level	Planning Directorate Decentralisation Division	1	<p>Until 10/2020: Comprehensive guidelines developed for implementation of the new law¹¹, clearly outlining the roles, responsibilities, procedures, internal processes and training needs of the relevant MoE departments, committees and Field Directorates, also outlining the related MoE-based funding mechanism and the respective approval authorities</p> <p>Until 10/2021: Capacity building plan for implementation after 10/2021 developed and officially endorsed for the relevant MoE departments, committees and Field Directorates with a specific focus on ensuring their absorption capacity, clearly outlining training objectives (linked to the general capacity development plan under Trigger A)</p>	<ul style="list-style-type: none"> Official guidelines with MoE logo, signed by the relevant MoE officer and endorsed by the SG, according to trigger description 	Capacity assessments and strengthening carried out according to the objectives laid out in the capacity building plan	A new decentralised procurement system has been established in November 2019 ¹² , transferring substantially more responsibilities to the Governorate level. School level budgets have not yet been re-defined on the basis of the new procurement system. The role of the newly established Governorate Council Tendering Committee (GCCT) however is not yet clearly defined.	(M) Legal uncertainties regarding content and also involved ministries (e.g. Ministry of Interior, Ministry of Local Administrations) negatively impact on speedy implementation of the new law. (M) The new decentralised procurement system requires a high degree of capacities at the decentralised levels which might not be built fast enough. There remains a risk that any training plan might underestimate the needs and will not generate full absorption capacity as required.	
		To utilise qualitative data generated by MoE's annual quality surveys by the Educational Quality & Accountability Unit (EQAU) with regard to facility management of schools, thus providing a yardstick for assessing qualitative impact	Central level ESP, primarily KPI 26 ¹³ ESP, also KPIs 14 ¹⁴ and 17 ¹⁵ (see also Trigger 7)	Directorate of Curriculum National Centre for Curriculum Development (NCCD) Textbook Department	2	<p>Until 10/2020: Tool developed for regularly scoring the status of the school environment and the condition of schools, to be administered during the annual quality survey (representative sample of 100 schools, nationwide)</p> <p>Until 10/2021: First implementation of the new tool during the survey to be conducted in April/May 2021, showing baseline scores for key elements of the school environment and the condition of schools (following the scoring methodology of the quality survey), and proposing targets for 2022-2025</p>	<ul style="list-style-type: none"> Complete survey report of the 2021 survey Baseline scores related to school environment and condition of schools, together with proof that baseline scores have been included in the ESP monitoring document, signed by the Head of EQAU and endorsed by the Minister Target scores related to school environment and condition of schools, together with proof that target scores have been included in the ESP monitoring document, signed by the Head of EQAU and endorsed by the Minister 	Follow-up surveys ¹⁶ , expressed in scores	Quality performance scores (QPS) are currently being calculated annually for three domains ¹⁷ for the EQAU survey. The domains include as sub-domains, inter alia, school environment and maintenance (which can be further specified through an additional tool to be developed for tracking "facility management" ¹⁸)	(L) Since EQAU has proven their capacities and competence during the past survey, and also during their regular inspection visits, a (low) risk remains with regard to the coverage of additional costs related to the implementation of the additional tool as required. This however is addressed by Trigger #3.	
2. Strengthen representation of facility management issues in the framework of school environment improvement strategy, thus integrating facility management into day-to-day activities	To strengthen representation of facility management issues in the framework of school environment improvement strategy, thus integrating facility management into day-to-day activities	To strengthen representation of facility management issues in the framework of school environment improvement strategy, thus integrating facility management into day-to-day activities	Central level ESP, KPI 23 ¹⁹	Directorate of Curriculum National Centre for Curriculum Development (NCCD) Textbook Department	3	<p>Until 10/2020: Current status and future potential assessed and documented, in preparation for embedding "facility management" in all new textbooks published as from 2022/2023, as well as extra-curricular activities²⁰</p> <p>Until 10/2021: Written commitment to embed "facility management" in all new textbooks, published as from 2022/2023, as well as extra-curricular activities, also addressing learners' belonging to their school and the importance of maintaining a quality school environment</p>	<ul style="list-style-type: none"> Assessment report on current status and representation of facility management issues in the textbooks and extra-curricular activities, signed by the relevant MoE officers, coordinated with NCCD, and endorsed by the SG Joint written commitment of NCCD and MoE on official MoE letterhead to embed "facility management" in all new textbooks published as from 2022/2023, signed by the relevant officers and endorsed by the SG Written commitment to embed "FM" in extra-curricular activity guidelines, signed by relevant Head of Department and endorsed by the SG 	"Facility management" gradually implemented in all subsequent textbook publications	The current curriculum already contains reforms to facility management-related issues which can easily be reflected in the already planned forthcoming new editions of the accompanying textbooks	(L) The National Centre for Curriculum Development (NCCD) is unable to find qualified authors for the various sections on Facility Management.	

⁹ The Triggers for Disbursement are a precondition for Disbursement of the Development Policy Loan's tranches in accordance with Article 2.3 (b) (Conditions precedent to disbursement) of the Loan Agreement.

¹⁰ Overall average risk levels for the provision of the DPL to the GoJ remain moderate. The identified remaining risks are mitigated through regular political and policy dialogue and ongoing monitoring by KfW country office (and the provision of advice where appropriate).

¹¹ Cf. <http://www.ammanchamber.org.jo/node/news.aspx?id=082&lan=ar> ; English translation of relevant Articles provided as attachment to this Matrix.

¹² Cf. <http://www.ammanchamber.org.jo/node/news.aspx?id=082&lan=ar> ; English translation of relevant Articles provided as attachment to this Matrix.

¹³ KPI 26: Percentage of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Education Quality and Accountability Unit (EQAU). These standards include scores related to the school environment and students' behaviour and safety, which show a direct relevance to issues of effective facility management.

¹⁴ KPI 14: Index of the physical infrastructure of the school for students with special needs – in the sense of building and upgrading education facilities that are child-, disability- and gender-sensitive, and provide safe, non-violent, inclusive, and effective learning environments.

¹⁵ KPI 17: Number of schools applying quality system – in terms of improving the learning environment.

¹⁶ The scope of the follow-up surveys will depend on available funding.

¹⁷ Domain 1: Quality of Teaching & Learning; Domain 2: Effectiveness of Leadership & Management; Domain 3: Students' Personal Development and Well-Being.

¹⁸ This could also be done in consultation with SDDP.

¹⁹ KPI 23: Safe school environment free of violence at schools – also a composite indicator of all indicators related to students' safety at schools (also with reference to infrastructure).

²⁰ The level of relevance and extent of integration of Facility Management into text books should be analysed in the assessment report.



Objective	Specific objective	Objective and triggers made of individual triggers	Levels and underlying policies	Involved MoE Directorates/Institutions and donor partners	Triggers #	Triggers for Disbursement ²¹ (10/2020 and 10/2021)	Required supporting evidence (Means of Verification - MoV) for tranche release (subject to verification of documents/ statements need to be accompanied by certified English translations)	Long-term Perspective (From 10/2021 until 10/2025)	Baseline 12/2019	Risks ²² Low (L) – Medium (M) – High (H)
2. Improve operational planning and data underpinning for policy making	<p>a) Strengthen the overall data availability, quality and utilisation for facility management, covering all processes ranging from planning to operation and maintenance</p> <p>b) Create an operational link between available data for facility management and interventions at policy level as reflected in the ESP</p>	<p>To ensure sustainability of nationwide comprehensive and coordinated data collection on the physical condition of all school buildings in Jordan²³, as a solid foundation for financial planning and budgeting</p> <p>To ensure utilisation of data currently collected by OpenEMIS on maintenance issues on the basis of an effective flow of information to field offices and at central level</p>	<p>All levels, with particular focus on data flows</p> <p>Central level (Planning) Governorate level (Implementation)</p> <p>Central level (based on decentralised data) ESP KPIs 14²⁴, 17²⁵ and 18²⁶ HROP, B&SEI is</p>	<p>EMIS Planning Directorate/ GIS Unit</p> <p>USAD Managing Directorates of Buildings and International Projects</p> <p>Decentralisation Division EMIS Planning Directorate/ Field Directors</p>	<p>4</p> <p>5</p> <p>6</p> <p>7</p>	<p>Unit 10/2020: Plan for data collection with regard to the physical condition of schools prepared, to be expressed by means of survey scores and linked to interactive government-owned databases (e.g. EMIS and the GIS Unit), including a decision if already available studies by development partners could be referred to or MoE wishes to undertake a separate study, aligned and coordinated with existing system strengthening activities (e.g. UNESCO) within MoE.</p> <p>Unit 10/2021: Baseline data collected, expressed by means of maintenance quality scores and fully integrated into government-owned databases (e.g. EMIS and GIS unit), coordinated with existing system strengthening activities within MoE.</p> <p>Unit 10/2020: Current status and future potential of available data (especially OpenEMIS and the GIS Unit) for utilisation as a planning tool for maintenance needs assessed and documented²⁷, building on existing analyses (e.g. USAID, UNESCO).</p> <p>Unit 10/2021: Action plan developed by MoE and signed with existing system strengthening activities showing how to utilise currently available facility management data (and potentially additionally inverted data, - see trigger #4) as a planning tool for exchanging information, harmonising Field Directorates and school-level maintenance, requirements and necessary actions, including a costed capacity building plan for the EMIS staff; favoured by the MoE²⁸</p> <p>Unit 10/2021: Data quality of EMIS and GIS data related to school occupation assessed in an assessment report, building on existing analyses.</p> <p>Unit 10/2021: Current status of school occupation analysed, and available documentation updated, in preparation for the development of a nation-wide rationalisation Action Plan²⁹, coordinated with existing approaches within MoE.</p> <p>Unit 10/2020: Reports updated for ESP KPIs 14 and 17, concrete references to maintenance surveys (Triggers #2 and 4) included in the ESP monitoring framework, also making reference to the gender-sensitivity of initial surveys, and the maintenance status for learners with special needs (i.e. schools being child-, disability- and gender-sensitive)</p> <p>Unit 10/2021: ESP progress reports for KPIs 14 and 17 make concrete references to maintenance quality survey scores (Trigger #4), also outlining targets for the next four years</p>	<p>10/2020</p> <ul style="list-style-type: none"> Plan signed by the relevant MoE officer and endorsed by the SG MoE, according to trigger description. Alternatively, written confirmation on MoE letterhead to adopt the methodology of a specific donor (e.g. USAID), signed by the relevant officer and endorsed by the SG MoE External assessment report on current data according to trigger description, officially endorsed by the SG MoE <p>10/2021</p> <ul style="list-style-type: none"> Copy of baseline data expressed as maintenance quality scores, in both hard and soft copy, hard copy signed by the relevant officer and endorsed by the SG MoE Official letter signed by the relevant officer and endorsed by the SG MoE, (i) confirming the fact that data have been fully integrated into government-owned databases; (ii) briefly describing the process of integration, and (iii) signing the names of responsible MoE officers for verification 	<p>Follow-up surveys³⁰ carried out in yearly intervals, comparing baseline data (current and projected as desired targets for the next three years) and developing rankings of schools</p> <p>MoE has already indicated its intention to adopt the USAID survey as preferred methodology for the future (leading to the ambition level outlined on the MoV for 10/2021)</p> <p>EMIS and its OpenEMIS system was established over a period of four years and can be regarded as being functional in terms of data collection since the 2017/18 school year.³¹ Two focal points per school were trained and appointed at all schools (1 IT teacher plus the respective principal). Further, the OpenEMIS has been linked to the Civil Status data of the Civil Service Bureau, ensuring validation of school records against the official registration data of citizens.³² Data utilization however (e.g. for policy making) is weak.</p> <p>Ongoing capacity assessments and strengthening according to the MoE, signed by the relevant MoE officer and endorsed by the SG MoE, according to trigger description</p> <p>Centred capacity building plan for the MoE staff, signed by the relevant officer and endorsed by the SG MoE</p> <p>Comprehensive rationalisation plan with specific criteria for merging and/or closing schools developed³³, based on detailed GIS and community-level information (e.g. established arrangements with the community) including a list of schools earmarked for merging, and/or closing with related timelines for executing such processes, subsequent improvement of the by occupation of classrooms from 2017 to 204, on the basis of the baseline developed after 10/2021</p> <p>Official ESP progress reports, signed by the relevant officer and endorsed by the SG MoE, for KPIs 14 and 17, 2022 showing (i) updated reports for ESP KPIs 14 and 17; (ii) trend to DPL Triggers #2 and #4; (iii) explicit reference to the gender-sensitivity of infrastructure and the maintenance status for learners with special needs (as a new data sub-set of KPI 14)</p> <p>Official copy of updated ESP 2020-2022 showing (i) updated reports for ESP KPIs 14 and 17; (ii) trend to DPL Triggers #2 and #4; (iii) explicit reference to the gender-sensitivity of infrastructure and the maintenance status for learners with special needs (as a new data sub-set of KPI 14)</p>	<p>USAID is in the process of conducting a survey with a team of 50 junior engineers, yet currently interrupted by the covid-19 pandemic.</p> <p>MoE has already indicated its intention to adopt the USAID survey as preferred methodology for the future (leading to the ambition level outlined on the MoV for 10/2021)</p> <p>EMIS and its OpenEMIS system was established over a period of four years and can be regarded as being functional in terms of data collection since the 2017/18 school year.³¹ Two focal points per school were trained and appointed at all schools (1 IT teacher plus the respective principal). Further, the OpenEMIS has been linked to the Civil Status data of the Civil Service Bureau, ensuring validation of school records against the official registration data of citizens.³² Data utilization however (e.g. for policy making) is weak.</p> <p>With a focus on rationalising Type II (double-shift) schools with Syrian students, and following a request by MoE and an instruction by the Minister, MoE finalised and released a Rationalisation Report in July 2018. As a result, these Type II schools were closed, reducing the number of Type II schools from 207 to 204. So far, no rationalisation exercise has been undertaken with a focus on the entire school system.</p> <p>Monitoring guidelines for KPIs 14 and 17 are in place.³⁴ Monitoring procedures however need to be strengthened since the current descriptions lack clarity in this regard.</p>	<p>(L) USAID does not fully cooperate in transferring data to government-owned databases (e.g. EMIS), and/or the capacity of government-owned databases is too low to absorb the new data. Low risk since USAID indicated to provide TA in this regard.</p> <p>(M) While USAID indicated their willingness to hand over data to the government, there remains a risk of low absorption capacity of currently available government-owned databases, subject to coordination with existing system strengthening activities (e.g. UNESCO).</p> <p>(M) While MoE has indicated to fully collaborate with MoE on making available the necessary training related to achievement of the DPL triggers, there remains a risk that funding requirements are unmet/limited by MoE, and/or that disbursements are not undertaken by MoE as expected.</p> <p>(M) Political issues related to the rationalisation of schools at national level since rationalisation might raise issues related to transition, especially with regard to overcoming the present segregation of classrooms for Jordanian and refugee students. Political dialogue and detailed community-level information will be important here.</p> <p>(M) EMIS and GIS Unit do not effectively cooperate.</p> <p>(L) MoE is committed to monitoring their ESP indicators, so the risks associated to this trigger appear to be low and mainly relate to the quality of outcomes related to Trigger #2 and 4.</p>

²¹ Currently, there are 2,874 school buildings in Jordan which relates to a total of 3,971 schools, including double-shift schools operating in one building. USAID is currently underpinning a baseline survey with the baseline expected to be available by the end of March 2020.

²² KPI 23A: Percentage of competent individuals who use the educational information system – this indicator creates a clear linkage to utilisation of data for concrete policy making.

²³ The scope of the follow-up surveys will depend on available funding.

²⁴ Such assessment is to analyse facility management data availability in MoE-owned databases as well as quality and use for facility management planning. Results are to be comprised in an assessment report.

²⁵ Leading to the availability of a qualified dedicated technical team trained in the management and maintenance of OpenEMIS servers, applications, and tools.

²⁶ Such plan could include (i) the upgrading of the infrastructure in the operational management and maintenance of the OpenEMIS in terms of modern hardware and licensed operational software according to identified specifications laid out in the 2nd phase of the system support plan; (ii) the inclusion of all required services at the school level and the respective MoE departments;

²⁷ This potentially includes (i) an effective maintenance & support contract for OpenEMIS servers and applications with a specialised technical company, as well as (ii) an exit strategy for UNESCO support.

²⁸ Current data reliability regarding student enrolment and staff data is above 95%, as also evidenced by the regular data verification exercises undertaken by the EU Delegation as part of their own tranche release assessments.

²⁹ Thus, avoiding a situation of double/multiple registrations – which constituted the major problem until 2017 in terms of inflated student registration figures.

³⁰ The rationalisation concept at the MoE refers to closing schools with 30 students and below.

³¹ All quoted documentation to be provided in soft and hard copy, also translated into English (for longer documents, a translated executive summary will be sufficient), certified correct by the translator.

³² Building on the experiences with the rationalisation exercise focusing on rationalising schools with Syrian students (2018).

³³ KPI 14: Index of the physical infrastructure of the school for students with special needs – in the sense of building and upgrading education facilities that are child-, disability- and gender-sensitive, and provide safe, non-violent, inclusive, and effective learning environments.

³⁴ B&SEI: Ensure that schools offer conducive learning environments, and that school infrastructure is updated, and resources are strategically allocated to meet demand (also meeting national construction codes and adhering to EQAU inspection criteria, see also Trigger #3).

³⁵ E.g. ESP 2018-2022, especially Monitoring Indicator Sheets for ESP 2018-2022.



Objective	Specific objective	Objective and mode of operation of individual triggers	Levels and underlying policies	Involved departments/other partners	Trigger #	Triggers for Disbursement ¹⁸ (10/2020 and 10/2021)		Required supporting evidence (Means of Verification (MoV) for MoE) for tranche release (subject to verification) Note: All documents/statements need to be accompanied by certified English translations		Long-term Perspective (From 10/2021 until 10/2025)	Baseline 12/2019	Risks ¹⁹ Low (L) – Medium (M) – High (H)
						10/2020	10/2021					
3. Improve operational measures (FPs) and schools at the level of governors, field directorates (FDs) and schools	a) Strengthen school management in the area of facility management by improving operation and maintenance procedures and measures at school level	To prevent vandalism, to strengthen preventive maintenance and to elevate the importance and role of facility management at school level, thus reducing maintenance costs in the long run	School level ESP, KPI 18 ²⁰	Planning Directorate Maintenance Directorate ETC Principal School Management Team Communities	8	Until 10/2020: Concept developed to improve the operation and maintenance system at school level also considering the nomination of dedicated staff ²¹ providing targeted assistance to the principal in attending to the day-to-day maintenance needs, including an identification of capacity building needs for such staff (e.g. supervisors, guards, janitors, additional staff as appropriate). ²² Until 10/2021: Operation and maintenance system developed in virtue of the concept, costed and approved, probably outlining a pilot phase (Year 1) followed by gradual nation-wide upscaling (Year 1+); in case of the upscaling phase, approval could be deferred until after the end of the pilot phase	<ul style="list-style-type: none"> Costing and implementation plan for the new operation and maintenance system (as outlined by 10/2020) as part of the operational plan under trigger A, signed by the relevant officer and endorsed by the SG MoE 	Gradual implementation according to milestones identified in the proposals developed by 10/2021	No specific system in place for the strengthening of school management in the area of facility management (including the prevention of vandalism). SDDP offers the possibility of using 40% of the block grants for small maintenance measures at school level.	(H) Political, institutional and financial concerns negatively affect the consideration of an alternative staff structure at schools which would reflect a higher authority given to facility management staff. Also, costs might be too high for being sustainable in the long run, although MoE needs to consider (and understand) the cost-saving effects on infrastructure in the medium to long term once an effective maintenance procedure has been installed at schools. Further, pilots have a risk of being costly and difficult to upscale after their completion. Ongoing advice and probably TA might be necessary. (M) Maintenance Department of MoE remains unstaffed, or not adequately staffed to fulfil its tasks.		
	b) Raise awareness for the importance of facility management (including its long-term cost-saving effects) and sensitize students, teachers and communities towards their own responsibilities in safeguarding and upkeep of school facilities being "community property"	To develop a reward system for schools showing exemplary and/or innovative maintenance efforts, particularly with regard to changes in behaviour and attitude of students and teachers	Central, Governorate and FD level	Planning Directorate Institutional Performance Unit	9	Until 10/2020: Initial ideas collected and presented in a brief document with regards to a reward system ²³ , in preparation for the development of a comprehensive concept paper Until 10/2021: Costed concept paper for a reward system developed	<ul style="list-style-type: none"> Official letter with MoE logo, signed by the relevant MoE officer and endorsed by the SG MoE, according to trigger description Concept Paper for an incentive scheme, with MoE logo, approved by the Head of the key responsible Department and endorsed by the SG MoE, according to trigger description 	Implementation of the incentive scheme initiated, probably on a pilot basis. Once the pilot phase is proven to be successful, a plan for future upscaling is developed; subsequently gradually implemented according to milestones identified in the proposals for future upscaling developed after 10/2021	No incentive scheme in place for schools showing exemplary and/or innovative maintenance efforts. Inspiration may be drawn from SDDP and Queen Nafsa Centre for Educational Excellence.	(M) Like any incentive scheme, there remains a risk that the allocated/awarded funds are misappropriated and do not fulfil the intended purpose (improvement of schools' facilities). Much will depend on the outcome of activities related to Trigger #9. (M) Also, While MoE has indicated to fully collaborate with MoE on making available the necessary funding related to achievement of the DPL triggers, there remains a risk that funding requirements are underestimated by MoE, and/or that disbursements are not undertaken by MoE as expected.		

¹⁸ KPI 18: The extent of the application of developmental plans in schools and directorates – also with regard to measuring the effectiveness of distributed leadership approaches.

¹⁹ A current pilot undertaken by GIZ QUDRA foresees the establishment of a facility manager who would have full authority over all maintenance needs and would also be in a position to carry out small repairs him-/herself. The facility manager would be instrumental in conducting school-based awareness campaigns and would also support school management in forwarding larger maintenance requests. S/he would have a higher position than the current caretaker or janitor (i.e. German equivalent of Hausmeister). GIZ could contribute to government discussions on this issue by liaising with the relevant departments in the development of the required concept.

²⁰ Such training could be implemented in GIZ's Facility Management Training Centre (5-day courses plus one reflection day); possible throughput could be 800-1,000 trained staff per year based on current capacities.

²¹ Such schemes could also be linked to the evaluation system for teachers (including SDDP self-assessments) and related incentives.



Policy matrix / Monitoring Chart of the Ministry of Education (MoE) – Development Policy Loan in Education, Jordan – Phase II – Version 27 June

Cross-cutting Trigger:

Objective and mode of operation	Levels and underlying policies	Involved MoE departments/other involved partners	Trigger #	Cross-cutting Triggers (05/2022 and 09/2023)	Required supporting evidence (Means of Verification – MoV) for tranche release (subject to verification by KfW)	Long-term Perspective (from 10/2023 onwards)	Risks
To provide an indication regarding the progress of reform implementation as well as other issues of MoE regarding school maintenance and facility management.	Central level	DCU Planning Directorate Focal Points	CC1	Since CCI is being regarded as a prerequisite for releasing individual tranches, the deadlines have been set for May 2022 and March 2023. The MoE will be directly linked to any implementation delays. The trigger is not applicable as long as the MoE is not in a position to provide an indication regarding the progress of reform implementation.	All documents/statements need to be accompanied by certified English translations. Unless otherwise indicated all MoVs shall be endorsed and signed by the relevant MoE officer and the SG.	• Ongoing Operational Plans for subsequent years	• (M) Fiscal Policy: do not have sufficient authority to take decisions in their subject area
	Central level	MoE (DCU, SG), MoE, MoPHC German Embassy, KfW, donors involved in school maintenance	CC2	1) Original revised Operational Plans submitted by 05/2023 reviewed, assessed and updated for 2023 where required. 2) External MoV Team Review of the reform process completed. 3) MoE Steering Committee Meeting takes place at least in 3 months intervals. 4) MoE Maintenance Committee Meeting takes place at least in 3 months intervals. 5) MoE Steering Committee Meeting takes place at least in 3 months intervals. 6) MoE Maintenance Committee Meeting takes place at least in 3 months intervals.	10/2022 • Reviewed and approved revised Operational Plan for 2022 • Updated revised Operational Plan for 2023 (where required) • Commitment to implement and fund the updated Revised Operational Plan (SOPs), endorsed by the Ministry of Finance • MoE Team review of the reform process Report	• 1st Rationalized conditionality on further improvements of the maintenance system	• (M) MoE Steering Committee Meetings, MoE Maintenance Committee Meetings are not held in the required frequency. • (M) MoE Steering Committee Meetings are not attended by required level of representatives

Individual Triggers:

Objective	Specific objectives	Objective and mode of operation of individual triggers	Levels and underlying policies	Involved MoE departments/other involved partners	Trigger #	Triggers for Disbursement (10/2022 and 10/2023)	Required supporting evidence (Means of Verification – MoV) for tranche release (subject to verification by KfW)	Long-term Perspective (from 10/2023 onwards)	Risks ²
1. Ensure provision of valid data, based on a functioning data system for Facility Management (FM)	• Strengthen the overall data availability, quality and utilization for facility management, covering all processes ranging from planning to operation and maintenance • Create an operational link between available data for facility management and information reflected in the ESP (enhanced to be reflected in the new ESP)	To utilize qualitative data generated by the Educational Quality & Accountability (EQA) survey to report to facility management of schools To ensure sustainability of nationwide comprehensive and coordinated data collection on the physical condition of all schools in Jordan, as a solid foundation for educational and financial planning and budgeting	Central level ESP, KPI 10 ⁴ , KPI 10 ⁵ , KPI 10 ⁶ , KPI 10 ⁷	EMIS Planning Directorate/ GIS Unit Municipal Directorates of all districts International Projects	2 4	1) Second implementation of the FM survey, showing scores for key elements of the school environment and the condition of schools 2) Third implementation of the FM survey, showing scores for key elements of the school environment and the condition of schools 3) Translation of data of second implementation of the ESP survey and other reports on maintenance needs, into concrete priorities for FM activities to be implemented in 2022 to be repaired/maintained, risk category and cost estimate 4) Based on the priorities for FM activities to be implemented in 2022, work commencing amounting to 50% of the maintenance budget have been awarded 5) Translation of data of third implementation of the ESP survey and other reports on maintenance needs into concrete priorities for FM activities to be implemented in 2023 to be repaired/maintained, risk category and cost estimate	10/2022 • Complete survey report of the 2022 FM survey (by EQAU) • External verification of EQAU FM survey report and FM survey scores • Confirmation by the Minister that survey scores will be included in the ESP monitoring document	10/2023 • Complete survey report of the 2023 FM survey • External verification of EQAU FM survey report and FM survey scores • Confirmation by the Minister that survey scores will be included in the ESP monitoring document	Low (L) – Medium (M) – High (H)
							10/2023 • Copy of data of third implementation of the survey, in both hard and soft copy • Copy of data of second implementation of the survey, in both hard and soft copy • Review report on quality of survey data based on random sample of 10% of schools reviewed by Quality Control team of the MoE maintenance department • MoE Report on status of implementation of identified priorities for maintenance works and FM activities (Status: 30 September 2022)	Continuously rising FM survey scores (risk to extend target still to be set) Follow-up surveys conducted in year by year, covering the complete project and subsequent years Survey results for the next 5 years Survey methodology and data quality Survey results not integrated into the comprehensive government-owned data system	Low (L) – Medium (M) – High (H)

Following the Matrix for DPL Phase I, previous trigger numbers have been maintained, although in different sequence. However, previous Triggers A, C, 1, 5, 6 and 7 do not appear anymore under Phase II.

The Triggers for Disbursement are a condition for Disbursement of the Development Policy Loan in Education, Jordan, in accordance with Article 2.3 of the Loan Agreement.

¹ Overall average risk levels for the provision of the DPL to the GoJ remain moderate. The identified remaining risks are categorized as moderate or high risk.

² KPI 10: Percentage of schools evaluated as schools with acceptable or better performance in accordance with the standards of the Education Quality and Accountability Unit (EQAU).

³ KPI 3: Number of schools offering basic services for students with disabilities.

⁴ Low, "go/slow flag" issues (substantial repair items); "red flag" issues (high safety risk items).

⁵ Status: on/repair; 1) Tender Documents under preparation; 2) Tender Process ongoing; 3) Contract Awarded; 4) Works completed.



Objective	Specific objectives	Objective and mode of operation of individual triggers	Levels and underlying policies	Involving other departments	Trigger #	Triggers for Disbursement? (10/2022 and 10/2023)	Required up- evidence (Means of Verification – MoV) for tranches release (Subject to verification by ITCV) Note: all documents/statements need to be accompanied by certified English translations Unless otherwise indicated all MoVs shall be endorsed and signed by the relevant MoE officer and the SG	Long-term Perspective (From 10/2023 onwards)	Risks? Low (L) – Medium (M) – High (H)
2. Ensure adequate maintenance funding for a sustainable maintenance system	<ul style="list-style-type: none"> Ensure availability of budgets for the sector reform and the full implementation of all triggers included in this policy matrix, as a prerequisite for its full and smooth implementation 	To ensure availability of budgets for the reform sector and the full implementation of all triggers included in this policy matrix, as a prerequisite for its full and smooth implementation	Central, Regional	MoE Directorate of Financial Affairs Planning Directorate Maintenance Task Force	1 2	<p>Unit: 10/2022: 17.5% increase in budget allocation from the General Budget to MoE Budget line 510 compared to previous year (at least an increase to a total budget allocation of JOD 2.3 million)</p> <p>Unit: 10/2023: 20% increase in budget allocation from the General Budget to MoE Budget line 510 compared to previous year (at least an increase to a total budget allocation of JOD 11.2 million)</p>	<ul style="list-style-type: none"> Official document signed by MoE showing percentage increase of Budget line 510 in the Trigger description Official document signed by MoE with proof of the allocated amount for Budget line 510 in 2022, and the amount actually spent by 10/2023 Official document signed by MoE confirming that no transfers will be done away from budget line 510 	<ul style="list-style-type: none"> Budget in annual and triennial on continuously improved, and funds for reform implementation on multi-annual timely 	Low (L) – Medium (M) – High (H)
3. Improve operational measures at all administrative levels including schools	<ul style="list-style-type: none"> Ensure adequate implementation of FM concepts at all levels, including school level Strengthen school management in the areas of facility management by involving operational and maintenance procedures and measures at school level Strengthen FM operations by field and other administrative levels 	To strengthen implementation of FM concepts and to involve and to involve school management and maintenance procedures and measures at school level	School level	Directorate of Financial Affairs Directorate of Buildings ETC	3	<p>Unit: 10/2022: Change of plan of the Operations and Maintenance (MoV) description under Phase 1 of the Development Policy Unit</p> <p>Unit: 10/2023: Nation with roll out of the Operation and Maintenance Model developed under Phase 1 of the Development Policy Unit and rolled in 2022, and ability of full FM guidelines (consolidating all elements of the FM system), representing a consolidated, action oriented representation of the various components of the maintenance system</p>	<ul style="list-style-type: none"> Finalized MoV of school infrastructure Strengthened school management and maintenance procedures and measures at school level Improved FM operations by field and other administrative levels 	<ul style="list-style-type: none"> High level of school infrastructure and maintenance implementation from the school level to the operations and maintenance level Strengthened school management and maintenance procedures and measures at school level Improved FM operations by field and other administrative levels 	Low (L) – Medium (M) – High (H)
4. Ensure responsible behaviour of beneficiaries towards School Infrastructure	<ul style="list-style-type: none"> Raise awareness for the importance of facility management (including its long-term cost saving effect) and encourage students, teachers and communities towards their own responsibilities in safeguarding and upkeeping school facilities being considered as "community property" To develop an environment promoting good treatment of the school infrastructure by its users, particularly with regard to changes in behaviour and attitude of students and teachers 	To strengthen representation of facility management issues in the frameworks of school environment (ESF, KPI 14 ⁶) To develop an environment promoting good treatment of the school infrastructure by its users, particularly with regard to changes in behaviour and attitude of students and teachers	Central, Regional	Directorate of Curriculum Central Curriculum Development (CCCD) Textbook Department	3 9	<p>Unit: 10/2022: Based on the Mapping Tool and the suggestions by the Managing Directorate of Curriculum and Textbooks, production of at least three textbooks/training materials including newly developed exercises, tests etc. reflecting FM concerns and good treatment of the school infrastructure</p> <p>Unit: 10/2023: In continuation from the previous year, production of at least three textbooks/training materials including newly developed exercises, tests etc. reflecting FM concerns and good treatment of the school infrastructure</p>	<ul style="list-style-type: none"> Facility Management and good treatment of the school infrastructure gradually implemented comprehensively in all subsequent textbooks publications Submission of at least three officially used textbooks/training materials including newly developed exercises, tests etc. reflecting FM concerns and good treatment of the school infrastructure 	<ul style="list-style-type: none"> High level of facility management and good treatment of the school infrastructure Submission of at least three officially used textbooks/training materials including newly developed exercises, tests etc. reflecting FM concerns and good treatment of the school infrastructure 	Low (L) – Medium (M) – High (H)

6. KPI 14: Safe school environment
7. Developed with TA support under the ToB "Providing support to a comprehensive textbook review with a focus on content across the curriculum related to facility management/operation/maintenance (FM/MO)".
8. Report on the Survey of the School Facilities Management Concepts in the Curriculum and the Extra-Curricular Activities, December 2020.
9. ToB: Encouraging children to show respectful behaviour towards the school infrastructure such as extracurricular activities, school competitions, educational theatre plays, communication campaigns etc.



٥ - خامساً : نماذج كفالات

سند كفالة دخول عطاء

السادة : وزارة التربية والتعليم

الفرع :

التاريخ : ___ / ___ / 202

تاريخ الاستحقاق : ___ / ___ / 202م

رقم الكفالة : (_____)

تحية وبعد ،

يكفل البنك فرع

السادة / الممنين اقـص

بمبلغ (.....) دينار فقط

لمدة (.....)

وذلك ضماناً لدخول العطاء رقم (.....)

الخاص بشراء :

ويتعهد البنك بتمديد سريان أو بدفع قيمة الكفالة إليكم أو أي جزء منها عند أول مطالبة خطية منكم، وذلك خلال فترة سريانها، علماً بأن أي مطالبة ترد إلى البنك يجب أن تكون في أو قبل موعد استحقاقها، وتصبح الكفالة ملغاة بعد انتهاء مدتها ، ويجب ان لا تقل هذه الكفالة عن ٩٠ يوم

* لا تقبل الوزارة أي شرط يعيق التمديد أو الدفع وكل كفالة تتضمن مثل هذا الشرط لا تقبل .



وزارة التربية والتعليم
ادارة اللوازم والتزويد
مديرية العطاءات
قسم العطاءات المحلية للتجهيزات

كفالة حسن تنفيذ

السادة: ~~الجهة المستفيدة (يتم ذكر اسم الجهة المستفيدة)~~

التاريخ: ___/___/ ٢٠٢٤
تاريخ الاستحقاق: ___/___/ ٢٠٢٤ م
رقم الكفالة: (_____)

تحية وبعد،،،

يكفل

بنك

فرع

السادة / المتعهد

بمبلغ (_____) دينار فقط

وذلك ضماناً لحسن تنفيذ قرار الإحالة رقم (_____) الخاصة بالعطاء رقم (_____)
المتعلق بتوريد

هذه الكفالة غير مشروطة وغير قابلة للنقض وتمدد تلقائياً ولا تلغى الا بكتاب رسمي من وزارة التربية والتعليم، ويتعهد البنك بدفع قيمة الكفالة إليكم أو أي جزء منها عند أول مطالبة خطية من الوزارة، رغم اي معارضة من المكفول

وفي حال تخلف البنك عن دفع قيمة هذه الكفالة أو أي جزء منها ~~الجهة المستفيدة (يتم ذكر اسم الجهة)~~
عند الطلب، فإن البنك يفوض معالي محافظ البنك المركزي بناءً على طلب ~~الجهة المستفيدة (يتم ذكر اسم الجهة)~~ بقيدتها على حسابه الجاري لدى البنك المركزي ولحساب الخزينة.

• لا تقبل أي شرط يعيق التمديد والدفع وكل كفالة تتضمن مثل هذا الشرط لا تقبل.

