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Report No. 12498

PROJECT COMPLETION REPORT

THE SULTANATE OF OMAN

SECOND EDUCATION PROJECT
(LOAN 2419-OM)

NOVEMBER 17, 1993

MICROGRAPHICS

Report No: 12498
Type: PCR

Population and Human Resources Division
Country Department II
Middle East and North Africa Region

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SULTANATE OF OMAN

Name of Currency Riyal Omani

Year	Exchange Rate
Appraisal Year Average (1983)	US$ 1 = 0.345 Riyal Omani (RO)
Completion Year Average (1992)	US$ 1 = 0.384 Riyal Omani (RO)

ABBREVIATIONS

ETS	Education and Training System
GSS	General Secondary Schools
ICB	International Competitive Bidding
LCB	Local Competitive Bidding
MOE	Ministry of Education
MOFE	Ministry of Finance and Economy
OAJC	Omani-American Joint Commission for Economic and Technical Cooperation
PCR	Project Completion Report
TA	Technical Assistance
TTI	Teacher Training Institute
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

FISCAL YEAR

January 1 to December 31

THE WORLD BANK
Washington, D.C. 20433
U.S.A.

Office of Director-General
Operations Evaluation

November 17, 1993

MEMORANDUM TO THE EXECUTIVE DIRECTORS AND THE PRESIDENT

SUBJECT: Project Completion Report on Oman
Second Education Project (Ln. 2419-OM)

Attached is the Project Completion Report on Oman - Second Education Project (Ln. 2419-OM) prepared by the Middle East and North Africa Regional Office. Part II was prepared by the Borrower.

The Project Completion Report gives an adequate review of the project's history but does not sufficiently discuss the full background to the delayed, restructured technical assistance, notwithstanding that technical assistance utilization is a frequent issue for the region.

The outcome is rated as satisfactory. The project achieved its main objectives which were appropriate given the early stage of the country's economic and school system development. The project expanded school and teacher training facilities and increased the supply of Omani graduates for the labor force. The project also provided rehabilitation for over 300 other government schools under a loan amendment extending the closing date by two years. This broadening of scope helped meet urgent needs for maintenance while nearly doubling the cost of the construction component.

Technical assistance and fellowships were largely unused until the fifth year of implementation when agreement was reached to transfer two out of three packages to the third, follow-up project. Quality improvement objectives such as curriculum development which depended on the technical assistance were not achieved.

Institutional development was only partial. It was considerable in Project Implementation Unit management and in sector planning where technical assistance was implemented but not in teacher training and curriculum.

Sustainability is likely due to the Borrower's commitment to human resource development through educational expansion, efficient management and adequate local funding for future capital and recurrent costs.

An audit is planned along with previous and/or follow-on project.

Attachment

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PROJECT COMPLETION REPORT

SULTANATE OF OMAN
SECOND EDUCATION PROJECT
(Loan 2419-OM)

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MAP - IBRD 17990R

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SULTANATE OF OMAN

SECOND EDUCATION PROJECT (LOAN 2419-OM)

PROJECT COMPLETION REPORT

PREFACE

This is the Project Completion Report (PCR) for the Second Education project in the Sultanate of Oman, for which a Bank loan 2419-OM, in the amount of US$15.0 million was approved on May 17, 1984. The loan was fully disbursed on May 28, 1992, about seven months before the revised Closing Date of December 31, 1992. The original Closing Date was December 31, 1990.

The PCR was jointly prepared by the Population and Human Resources Division of the Middle East and North Africa Regional Office (Preface, Evaluation Summary, Parts I and III), and the Borrower (Part II).

The preparation of the report was facilitated by data collected during a project completion mission to Oman in September 1992. The PCR is based, inter alia, on information contained in the Staff Appraisal Report, the Loan Agreement, supervision reports, correspondence between the Bank and the Borrower, internal Bank memoranda and interviews with Omani Government officials who were closely associated with the project.

PROJECT COMPLETION REPORT

THE SULTANATE OF OMAN

SECOND EDUCATION PROJECT (LOAN 2419-OM)

EVALUATION SUMMARY

A. Project Objectives

1. The project provided a mechanism for achieving the following goals: (i) improving the quality of primary and preparatory schooling through increased provision of teacher training; (ii) increasing the capacity and quality of secondary education; (iii) providing increased education and training opportunities for girls; and (iv) improving planning, management, and financial procedures in the Ministry of Education (MOE). To accomplish these objectives, the project financed:

(a) construction, furniture and equipment for: one teacher training institute for boys; two general secondary schools (one for boys and one for girls); and one commercial secondary school for girls;

(b) project-related technical assistance (TA) for: (i) developing teacher training; (ii) the preparation of teachers' guides and training programs for general secondary school science teachers; and (iii) curriculum development for commercial secondary schools; and

(c) additional TA for: (i) improvement of planning, cost control and management in the MOE; (ii) curriculum development for the secondary technical school; and (iii) project implementation.

2. In September 1989, the Government requested, and the Bank agreed to include financing for the rehabilitation of Government-financed schools in the project.

B. Implementation Experience

3. The project was successful in meeting its objectives. This achievement was in part due to the fact that project school sites (with the exception of the planned commercial school for girls - later changed to a general secondary school for boys) were selected and acquired before the project became effective. As a result of this action-oriented preparation strategy, all civil works were completed between 5 to 12 months in advance of the appraisal estimates. Equipment and furniture procurement experienced a minor (five-

month) delay mainly due to its acquisition through bulk packaging with other Government-financed school procurement. Legal covenants were all complied with and the TA component was amended to cover assistance in the areas of: (a) curriculum development in technical education; (b) education technology; and (c) education planning. An education planning component was completed and the remainder of the TA program is being implemented under the ongoing Third Education project (Loan 2799-OM). Variances in project costs were the result of increased civil works relative to the rehabilitation of ninety-seven Government-financed schools. There was considerable savings realized in the equipment and furniture component of the loan due to the bulk purchasing method of procurement for all Government schools. The project's loan account was fully disbursed about seven months before the amended closing date (December 1992).

C. Project Results

4. The project's objectives of expanding teacher training for primary and preparatory school teachers and increasing secondary schooling were accomplished. As a result, current enrollments exceed appraisal targets and the institutions are currently overcrowded, even though some extensions have been made to the original designs. Experts' services and fellowships, although incomplete before the project's closure, were beneficial to the MOE's Projects Department as well as to the Education Planning Department in improving the operations of these departments. The educational planning portion of the TA package, which was completed before the project closed, was successful in training technicians in the preparation and implementation of school mapping; using and implementing comprehensive methods and procedures for data gathering, analysis, costing and planning; and contributing to the preparation of the education and human resources chapters of the national development plan.

D. Project Sustainability

5. The efficient and economical use of the project-financed schools is helping to minimize the increase in recurrent expenditures. Recurrent expenditures for the operation of project facilities are being covered by the Government, which continues to give high priority to human resource development. Long term assistance already in progress from the Omani-American Joint Commission for Economic and Technical Cooperation (OAJC) is currently providing extensive support (US$88.4 million) to Oman's education sector through a renewed 10-year agreement.

D. Lessons Learned

6. The project's implementation demonstrated:

(a) the lost opportunity for efficiency in not using a standard design for schools (para.9); and
(b) the lack of foresight in not including a maintenance component into the project's design which would have put in place a systematic program of building maintenance (para.10).

SULTANATE OF OMAN

SECOND EDUCATION PROJECT
(LOAN 2419-OM)

PROJECT COMPLETION REPORT

PART I: PROJECT REVIEW FROM BANK'S PERSPECTIVE

A. Project Identity

Project Name:	Second Education Project
Loan No:	2419-OM
RVP Unit:	Middle East & North Africa Region Country Department II
Country:	The Sultanate of Oman
Sector:	Education
Subsector:	Secondary Education; Teacher Training for Primary and Preparatory School Teachers.

B. Project Background

1. Sector Development Objectives and Issues. The project was prepared and appraised during the latter half of 1983, mid-way through the country's Second Five-Year Development Plan (1981-1985) which gave priority to the development of Oman's Education and Training System (ETS) in order to meet its economic needs for skilled manpower. During that period, there was a critical shortage of skilled Omani labor (55 percent of the total workforce was expatriate) and an extreme scarcity of teachers, due primarily to increased competition from neighboring countries in recruiting high quality expatriate teachers. Omani teachers were few in number -- in the 1986/87 school year, there were 1750 teachers. Their numbers increased to 4,397 by 1990/91. Government's policy also included the promotion of women's education in order to facilitate female employment and alleviate labor shortages. Female participation in the public sector labor force rose rapidly (an increase of 81 percent between 1979 and 1982); yet women represented only 7 percent of Omani public sector employment in 1982.

2. Policy Context. Human resources development is closely related to the Government's policy of Omanization, which is a major objective of the current Fourth (1991-95) and previous five-year development plans. The plan under implementation at the time the project was developed focussed on three main areas: (a) development of the formal education system, including primary, preparatory, secondary general, specialized schools and post-secondary teacher training; (b) improving the quality and effectiveness of existing programs; and (c) establishing effective monitoring and review procedures to assist future development of the ETS. The Bank's First Education project in Oman

(Loan 980-OM) contributed significantly to the Government's efforts to lay the foundation of a modern ETS and provided critically needed student places to cope with rapid expansion, and introduced relevant programs and curricula into areas that were crucial to the future development of the ETS.

3. Linkages Between Project, Sector and Macro Policy Objectives. In order to address the problem of over-dependence on expatriate teachers, it was necessary to increase secondary school (grades 10-12) places, develop specialized secondary schools and improve the quality of education. The Second Education project (Ln.2419) continued to support Government policy to alleviate labor shortages through the cost-effective development of human resources, specifically with regard to increased female participation in education and training, to the further development of teacher training, and to reduction of the recurrent and capital costs of education.

C. Project Objectives and Description

4. Project Objectives. The objectives of the Second Education project included key education and training goals such as: (i) improving the quality of primary and preparatory schooling through increased provision of teacher training; (ii) increasing the capacity and quality of secondary education; (iii) providing increased education and training opportunities for girls; and (iv) improving planning, management, and financial procedures in the MOE. To accomplish these objectives, the project aimed to:

(a) support the expansion of teacher training for primary and preparatory teachers through the construction of a new teacher training institute for boys;

(b) provide increased secondary schooling through the construction of two general secondary schools (one for boys and one for girls) and a girls' commercial secondary school;

(c) improve the quality of secondary education through the development of specialized curricula and teachers' guides; and

(d) improve planning, management and financial procedures in the MOE by introducing new planning and cost control techniques.

5. Project Components. At appraisal, the project consisted of the following components:

(a) construction, furniture and equipment for: one teacher training institute for boys; two general secondary schools (one for boys and one for girls); and one commercial secondary school for girls;

(b) project-related technical assistance (TA) for: (i) development of teacher training; (ii) preparation of teachers' guides and training programs for science teachers for general secondary schools; and (iii) curriculum development for commercial secondary schools; and

(c) additional TA to: (i) improve planning, cost control and management in the MOE; (ii) curriculum development for the secondary technical school; and (iii) project implementation.

6. Civil works were completed by April 1988 and equipment and furniture procurement by August 1989. The Government requested and the Bank agreed to amend the project description to include the rehabilitation of Government-financed schools. The Loan Agreement was amended in September 1989; and, to ensure the completion of this work, the project closing date was extended by two years (to December 1992).

D. Project Design and Organization

7. The project was designed and organized to respond to the urgent sectoral needs and manpower shortages as identified in the Second Five-Year plan (1981-1985). In retrospect, the project's overall design was simple and flexible enough to incorporate the modifications requested by Government during project implementation. Moreover, the project was well prepared with a clear and easily interpreted implementation plan that was not difficult to follow. The counterpart Projects Department teams were well organized and professionally well equipped to carry out the program as proposed in the appraisal report, and they worked closely with the Bank and their counterparts at MOE's Purchasing Department to coordinate efficiently the supply of furniture and equipment to the newly constructed sites.

8. Specific civil works projects included the teacher training institute (TTI) at Sur which was to assist the MOE in expanding teacher training with the aim of graduating about 110 students each year from the two-year program and thereby increase the annual output of trained teachers by about 18 percent by 1990. The two secondary schools would provide secondary school opportunities for students in the Ibra and Saham regions. It was anticipated that about 70 percent of the graduates would proceed to higher education or training with the remainder proceeding to employment. The commercial secondary school for girls in Muscat was intended to expand training opportunities for girls, and was to be the country's first secondary commercial school for girls, with a capacity of 270 students and an estimated annual output of 80. However, the school was converted to a boys secondary school, when the Government presented a compelling case that the need for such a facility in the Muscat area had become more urgent than the need for the girls school. The girls were compensated under the Third Education project (Ln.2799-OM) when it was designed, as one of its boys schools was converted to a girls school.

9. In retrospect, a more standardized design could have been used for the secondary schools which would have provided a simple method of improving future building layouts and evaluating the construction implementation experience. Moreover, it would have permitted a more focussed selection of tested materials and fixtures, and would have improved cost-effectiveness. The MOE Projects Department has now adopted a two-story standardized conceptual design for secondary school buildings.

10. In order to enhance and safeguard the investment made in the construction of the project institutions, particularly after the expiration of the maintenance period for civil works contractual agreements, the project's design should have incorporated a maintenance component, to facilitate a systematic preventive maintenance and repair program. There is already some evidence of premature cracks, water marks and peeling of building surfaces on the newly constructed and rehabilitated schools. These may deteriorate to a degree where emergency repairs become more costly than under a systematic preventive maintenance program. In retrospect, a maintenance component would have improved planning and management procedures within the MOE regarding the upkeep of buildings.

11. The project's TA was well-conceived and organized to meet the needs of the sector with regard to planning, cost control and management. However, its start-up was delayed until the contract with UNESCO was signed in August 1989 and October 1989 (by UNESCO and the Government respectively). The Government then requested that the TA's design be restructured to reflect current priorities such as the development of expertise in audio-visual technology; curriculum development for technical education; and education planning. The Bank agreed to this request and the contract and design of the component were amended by UNESCO in close collaboration with the Government and the Bank.

E. Project Implementation

12. The scope and duration of the project were changed during its implementation phase. The original Loan Agreement, signed in June 1984 was amended to reflect the Government's request that the commercial secondary school for girls be changed into a general secondary school (GSS) for boys as the demand for this type of school proved to be greater than for the commercial type of institution, or for a girls' GSS. The Bank also approved financing for the rehabilitation of 97 existing schools (a total of 373 classrooms) (see para. 6). To facilitate the completion of this work, the project's closing date was extended by two years (from December 1990 to December 1992).

13. Project school sites (with the exception of the planned commercial school) were selected and acquired before the arrival of the appraisal mission. During the project's preparation phase, architectural design work was carried out by experienced foreign architectural firms engaged by the Projects Department. As a result of this efficient action-oriented program of project design, all civil works were completed between 5 to 12 months in advance of the appraisal estimates despite the delays (actual versus appraisal estimates) in the civil works procurement schedule, and in the tendering and contract approval process.

14. Equipment and furniture procurement experienced a five-month delay mainly due to packaging with other Government-financed school procurement. All procurement was carried out in accordance with Bank guidelines and Omani law and contracts were approved and awarded by the National Tender Board. Major international companies are well-established and represented in Oman; however, the relatively small size of the works financed under the project

inhibited major international contractors, not already established in Oman, from participating in the bidding process.

15. Legal covenants stipulated in the Loan Agreement were all met by the Borrower under the efficient coordination of the MOFE and the MOE. The TA component which began after some delay and was amended later, at Government's request (para. 11), is being completed under the Third Education project (Loan 2799-OM) through a management services contract between UNESCO and the Government of Oman. The original scope of the component was restructured to cover assistance in the areas of: (a) curriculum development in technical education; (b) education technology; and (c) education planning.

16. Variations in original targets compared with actual implementation performance relate primarily to project costs for civil works identified at appraisal, which were lower than estimates due to the strength of the US dollar and an efficient and competitive construction industry in Oman at the time of implementation. The actual costs for civil works increased (from the appraisal estimate of US$14.3 million to the actual cost of US$21.36 million) when the Bank agreed to provide further support for civil works through the rehabilitation of some 97 schools. There was a minor delay (five months) in the completion of equipment and furniture procurement, but the delay was cost effective due to savings incurred through bulk procurement. Only a small portion of the amount allocated for technical assistance was expended because of the late start-up of TA. The loan was fully disbursed about seven months before the amended closing date (December 1992).

F. Project Results

17. All construction, equipping and furnishing of the institutions planned at appraisal have been completed and 373 additional classrooms (included five years after the project's start up) were rehabilitated. In this regard, the project's objectives of expanding teacher training for primary and preparatory school teachers and increasing secondary schooling were accomplished. As a result, current enrollments exceed appraisal targets, and the schools are currently overcrowded even though some extensions have been made to the original designs.

18. Only one of the three TA programs was completed under the Second Education project - the education planning component was implemented in cooperation with UNESCO consultants and the MOE Departments of Training, Personnel and Planning. The TA program was successful in training technicians in the preparation and implementation of school mapping; in devising and implementing comprehensive methods and procedures for data gathering, analysis, costing and planning; and in contributing to the preparation of the education and human resources chapters of the national development plan. Experts services and fellowships, although incomplete before the project's closure, were beneficial to the MOE's Projects Department as well as to the Education Planning Department in improving the operations of these departments. Through the restructuring of the project's original TA program, support will be provided now for curriculum development in technical education, education technology and education planning, all of which have been

determined by the Government to be more relevant to current needs of the country, under the Third Education Project (Loan 2799-OM).

G. Project Sustainability

19. The efficient and economical use of the project-financed schools is helping to minimize the increase in recurrent expenditures. Recurrent expenditures for the operation of project facilities are being covered by the Government, which continues to give high priority to human resource development. An ongoing Bank project - the Third Education project (Loan 2799-OM) - is assisting in consolidating the Government's priorities for the sector and the achievements of the two completed projects (Loans 980 and 2419-OM: the First and Second Education Projects), particularly in the area of developing key services (management, planning and curriculum development in the MOE); training and upgrading teachers; and increasing access to education, particularly for girls and for children of the poor in rural areas.

20. USAID, whose funds are administered locally by the OAJC, is currently providing extensive support to Oman's education sector through a renewed 10-year agreement to maintain substantial development assistance through jointly-financed development projects. A total of US$88.4 million has been allocated recently for scholarships, training, and school construction. OAJC assistance has been instrumental in supporting the government's school construction program since 1980.

H. Bank's Performance

21. Supervision missions were fielded annually and were assisted considerably by the Omani authorities in the execution of their monitoring function, specifically with regard to the civil works and equipment procurement components of the project. The Bank's initial expertise in the project's design and preparation was instrumental in the efficient start up of the project. This momentum was broken when the Bank was unable to provide more support to expedite the TA process, which was delayed until a suitable agency could be identified to undertake its implementation. By the time the TA got underway, the Government requested its restructuring to suit more current needs and later requested that the component be completed under the ongoing Third Education Project (Ln.2799-OM). The Bank was prompt in its response to Government requests for project restructuring (e.g., in facilitating the use of loan funds to rehabilitate Government-financed schools and in making the project's TA program more relevant to current needs).

I. Borrower's Performance

22. The role of the Ministry of Finance and Economy (MOFE) as the overall coordinator of the project's implementation was very useful and efficient. The counterparts in charge of project supervision were well organized and capable individuals who were greatly assisted in their daily operations by the efficient and well-coordinated administrative systems at the MOFE and the MOE. Bank requests for information were promptly relayed to the relevant line agencies and Bank supervision missions were assisted in every area in the execution of their functions.

23. The implementation of the civil works program by the Projects Department was efficient, particularly due to the high standard of professional training of the officials in charge and their staff. Considerable time and effort was expended in monitoring the progress of work and construction supervision and consultants to ensure a high standard of quality and workmanship. Project management staff were prompt in requesting Bank approval to use loan funds to rehabilitate 97 Government-financed schools and adapt the TA program proposed at appraisal to one more relevant to current needs.

24. The method of procurement of furniture and equipment, while efficiently handled through bulk purchasing for all public institutions, did not fully facilitate the use of loan funds for this category, as the project-financed schools were not identified for separate accounting and subsequent reimbursement from the loan. Moreover, the records for the Bank-financed institutions were not kept separate from those of the other Government-financed schools and as a result, it was difficult to desegregate all of the payments made for the project's schools from payments made for others. Significant delays in the start up of technical assistance resulted in part from the late designation of a local coordinator for the TA program, but TA consultants were assisted to the extent possible in conducting their studies and workshops to finalize the education planning program of the TA component.

J. Borrower-Bank Relations

25. Relations between the Bank and the Government personnel administering the various components of the project were congenial and mutually beneficial. Supervision missions were always provided with all documentation requested and their suggestions and recommendations were carefully considered and amiably discussed with the relevant Government counterparts. Both parties benefitted from each other's experience, expertise and professionalism.

K. Consulting Services

26. Consultant services were used, inter alia, for the preparation of engineering designs, drawings, specifications, site surveys and construction supervision. With regard to design services, basic requirements such as the number and size of classrooms were provided by the MOE Projects Department. The consultants were then free to suggest layouts for approval, and plans were provided for new facilities and extensions, preparation of tender documents, tender analysis, reporting, and the preparation of contract documents. Supervision of construction sites were provided for a twelve-month period with a full-time resident engineer at site. In summary, the expert services utilized for executing the project's civil works were of a high, professional standard. The ongoing TA program will be completed under the Third Education project (Loan 2799-OM) which is due to close in December 1994.

L. Project Documentation and Data

27. The staff appraisal report and the relevant working papers provided a useful framework for the various agencies responsible for project implementation. These records were well documented, easy to follow and readily available in divisional project files and central regional files. The PCR mission was greatly facilitated in its task by both the MOFE staff, who had all the project cost details efficiently and accurately computerized, and the MOE's Projects Department staff, who facilitated Bank staff site visits and the review of design specifications and plans. As previously noted, desegregated furniture and equipment procurement information was not readily available, as project-specific sites had not been separated during the purchasing exercise for all other Government schools constructed during the same period.

M. Conclusions and Lessons Learned

28. The main observations and lessons of experience gained from this project's implementation relate to the (a) lost opportunity of using one design for the secondary schools which may have been more cost effective and efficient (para. 9); and (b) the lack of foresight in not including a maintenance component into the project's design which would have put in place a systematic program of building maintenance and improved the monitoring and upkeep of schools (para.10).

PART II: PROJECT REVIEW FROM BORROWER'S PERSPECTIVE [1]

A. Adequacy and Accuracy of Factual Information in Part III:

29. The information contained in Part III of this Report is quite adequate and accurate to give a reader an appreciation, in summary, of the project statistics, objectives and speed of implementation.

B. Bank Performance:

30. The supervision mission that had been coming annually during the implementation of the project helped the borrower a lot. Not only were the missions performing a monitoring function regarding civil works and equipment procurement components of the project, they were also sharing with the Borrower their world experience in projects management--drawing our attention to possible areas of problems so that we could be on the alert. This relationship is very much valued by us and we are thankful to all missions that visited us.

C. Borrower's Performance:

31. The Borrower had a need to be satisfied. Immediately after the project became effective, the Borrower set out to implement the project with full speed. The completion of the schools fitted in well with the overall plan of the Ministry. The schools were immediately put to use. A delay in implementing a project causes increase in cost and loss of opportunities. By prompt implementation of the project, the Borrower implemented the original scope of the project and rehabilitated 373 additional classrooms.

32. Second Education Project was a great success.

1/ This section was transmitted to the Bank, as shown, by the Ministry of Education.

PART III: STATISTICAL INFORMATION

Table 1: RELATED BANK LOANS

Loan No. Name	Year of Approval	Purpose of Project	Status/Comments
Ln. 980-OM Education I	1974	To develop institutional capacity for planning and implementing educational development programs; establish a program of primary teacher-training studies; introduce diversified secondary education into the lower cycle; and train agricultural technicians.	Completed with success. This was the first Bank loan to Oman. TA implementation experienced difficulties but did make an important contribution to the development of education strategies and plans and to the creation of local capacity for educational planning and management.
Ln.2799-OM Education III	1987	To develop key services in the Ministry of Education and Youth; train and upgrade teachers; and increase access to education, particularly for girls and for children of the poor in rural areas.	Ongoing. All components have been completed with the exception of the TA which is being implemented by UNESCO--progress is slow.

Table 2: PLANNED AND ACTUAL PROJECT TIMETABLE

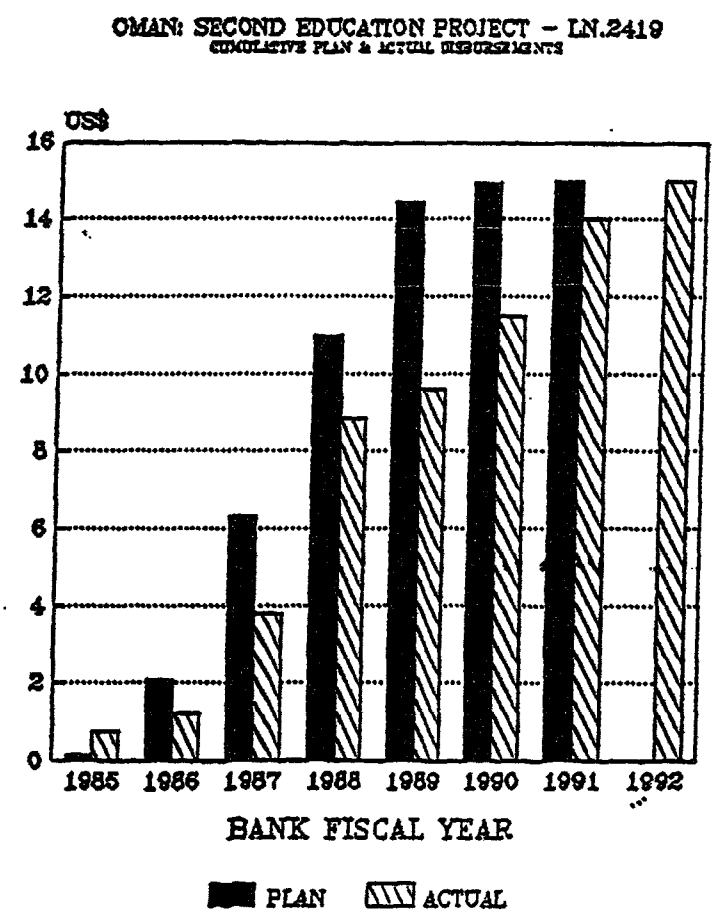
	---------Completion Dates-------		
Project Stage	**Planned**	**Revised**	**Actual**
Reconnaissance Mission	06/02/83	-	06/02/83
Ident./Preparation Mission	09/24/83	-	09/24/83
Appraisal Mission	12/01/83	-	12/01/83
Negotiations	04/09/84	-	04/09/84
Board Approval	05/17/84	-	05/17/84
Loan Signature	06/29/84	-	06/29/84
Loan Effectiveness	09/28/84	10/26/84	10/26/84
Project Completion	06/30/90	12/31/91	12/31/91
Loan Closing	12/31/90	12/31/92	12/31/92
Date of Final Disbursement			05/28/92

TABLE 3: CUMULATIVE ESTIMATED AND ACTUAL LOAN DISBURSEMENTS

BANK FISCAL YEAR	85	86	87	88	89	90	91	92
Appraisal Estimate	0.15	2.10	6.30	10.95	14.45	14.95	15.00	-
Actual	0.75	1.21	3.78	8.82	9.59	11.48	14.01	15.00
Actual as % of Est.	500%	58%	60%	81%	66%	77%	93%	100%

Date of Final Disbursement: May 28, 1992

BARCHART OF PLANNED AND ACTUAL DISBURSEMENTS



NOTE: PLAN IS APPRAISAL ESTIMATE

Table 4: PLANNED AND ACTUAL COMPLETION DATES OF PROJECT COMPONENTS

Project Components	Planned Completion	Actual Completion	Months Delay
Civil Works [1]			
Teacher Training Inst.	09/88	10/87	-11
Gen.Sec.School - Ibra	09/88	09/87	-12
Gen.Sec.School - Saham	09/88	04/88	- 5
Gen.Sec.School - Muscat	09/88	01/88	- 8
Furniture & Equipment [2]			
All Schools	03/89	08/89	5
Technical Assistance [3]			
. Specialists			
. Fellowships			
. Institution Building			

1/ This component was expanded, through an amendment of the Loan Agreement in September 1989, to include the rehabilitation of 97 schools.

2/ The procurement of furniture and equipment, financed under the loan was carried out with that of all other MOEY institutions.

3/ Technical Assistance (TA) under this project was packaged under a management services contract with UNESCO (signed in August 1989 and October 1989 by UNESCO and the Government respectively) along with TA for the Third Education Project (Loan 2799-OM) The education planning component of the TA package was completed in December 1990 and its execution was considered to be satisfactory by the Omani Government. Nine manmonths of specialist services were utilized; one fellow training program and one study visit were completed. The curriculum development and project implementation components are still being implemented under the Third Education Project, which is due to close in December 1994.

Table 5: CIVIL WORKS PROCUREMENT SCHEDULE

School Facilities	Date of Tender		Contract Signed		C.Works Started	
	Planned	Actual	Planned	Actual	Planned	Actual
Teacher Training Inst.						
Sur	10/84	10/85	09/85	09/86	10/85	10/86
Gen. Sec.Schools						
Ibra	10/84	03/85	09/85	07/86	10/85	09/86
Saham	10/84	10/86	09/85	04/87	10/85	04/87
Muscat	10/84	11/85	09/85	01/86	10/85	01/87

Comments:

Civil works were completed ahead of schedule for all original project components.

Table 6: PROJECT COSTS
(US$ million)

Category	Estimated Costs	Actual Costs
Civil Works[1/]	14.13	21.36
Architectural Fees	0.85	0.49
Furniture & Equipment	2.09	0.68
Expert Services	1.13	0.25
Fellowships	0.06	0.03
Sub-Total	18.26	22.81
Contingencies	5.65	--
TOTAL	23.91	22.81

Comments:

Equipment and furniture procurement was carried out by the MOE in conjunction with similar procurement for all other MOE schools. This resulted in substantial savings in this category.

1/ Actual disbursements for civil works are $13.66 million of which about $7.41 million was for the original civil works and about $6.25 million was used later for the rehabilitation of schools.

Table 7: PROJECT FINANCING
(US$ Million)

SOURCE OF FUNDS	PLANNED (SAR)	FINAL
Bank	15.00	15.00
Government	8.91	7.81
TOTAL	23.91	22.81

Table 8: ALLOCATION OF LOAN PROCEEDS
(US$ million)

Category	Original Allocation	Revised Allocation	Actual Disbursement
Civil Works [1]	8,300,000	-	13,772,981.92
Furniture/Equipment & Teaching Materials [2]	2,100,000	-	676,389.69
Experts' Services & Fellowships [3]	1,000,000	-	664,756.64
Special Account [4]	750,000	1,500,000	-
Unallocated	2,850,000	2,100,000	-
Total	15,000,000	3,600,000	15,000,000.00

Comments:

The loan account was fully disbursed on May 28, 1992.

1/ The Bank, by an amendment of the Loan Agreement in October 1989, approved the Government's request to expand the civil works for the project to include the rehabilitation of Government-built schools.

2/ Government's policy of procuring furniture and equipment in bulk for all Government schools greatly reduced the cost of procuring furniture and equipment for the schools financed under the project.

3/ Technical assistance, consisting of three components, is being completed under a management services contract with UNESCO, under the Third Education project (Loan 2799-OM). The Education Planning component was completed under this project.

4/ The Special Account was opened on August 22, 1984 and was replenished approximately every six months. The last replenishment of the account took place on September 9, 1991.

Table 9: PROJECT RESULTS: STUDENT ENROLLMENT AND OUTPUT

	------Enrollments------			------Outputs------		
Institution	Planned	Actual	%	Planned	Actual	%
Tech. Trng. Inst.	240	278	116%	110	87	79%
Gen.Sec. Schools	1152	1379	120%	300	175	58%

Table 10: COMPLIANCE WITH LOAN CONDITIONS

Description of Covenant	Source of Covenant	Status of Compliance			Discussion
		Conditions Not Complied	Action Pending	Conditions Met	
In order to assist the Borrower in carrying out Part B of the Project, the Borrower shall employ experts whose qualifications, experience and terms and conditions of employment shall be satisfactory to the Bank, such experts to be selected in accordance with principals and procedures satisfactory to the Bank on the basis of the "Guidelines for the Use of Consultants by World Bank Borrowers and by the World Bank as Executing Agency" published by the Bank in August 1981.	Sec. 3.02			X	UNESCO was selected to implement the project's TA under a package contract (signed with the Government in August 1989). The TA under this project was merged with that for the Third Education Project (Loan 2799-CM) which will close in December 1994.
The Borrower shall carry out Part B of the Project in accordance with a time schedule acceptable to the Bank.	Sec. 3.03			X	Completed.
In order to strengthen the MOE's project management capabilities, the Borrower shall, not later then January 1, 1985 or such later date as the Bank shall agree, employ in the projects department of the MOE's directorate for financial affairs one senior architect and one quantity surveyor, each such person to be qualified and experiences.	Sec. 4.03			X	The Projects Department is fully staffed with well-qualified personnel.

Table 11: STAFF INPUTS BY PROJECT CYCLE
(Staff-Weeks)

BANK FY	IDENTIFICATION	PREPARATION	APPRAISAL	NEGOTIATIONS	SUPERVISION	COMPLETION	TOTAL
PRE-84	0.7	11.6					12.3
84		21.9	25.2	4.8	.7		52.6
85					2.9		2.9
86					3.8		3.8
87					10.7		10.7
88					4.6		4.6
89					2.6		2.6
90					3.1		3.1
91					7.4		7.4
92					4.1		4.1
93						7.8	7.8
TOTAL	0.7	33.5	25.2	4.8	39.9	7.8	111.9

Table 12: MISSION DATA AND STAFF INPUTS BY PROJECT STAGES

Project Stage	FY	Staff/Consultants [1]	Staff-Weeks
Identification	83	ECN, EDC	0.7
Preparation	83/84	ECN, EDC	33.5
Appraisal	84	ECN, EDC, ARC	25.2
Negotiations	84	EDC, ARC	4.8
Supervision	84	EDC, ARC	0.7
	85	EDC	2.9
	86	ECN, EDC, ARC	3.8
	87	ARC, EDC, EDP	10.7
	88	OO, EDC, ARC	4.6
	89	OO	2.6
	90	HRS, OO	3.1
	91	OO, OA, ARC	7.4
	92	OO, OA, ARC	4.1
Completion	93	OA, ARC	7.8
TOTAL			111.9

1/ ECN Economist
EDC Education Specialist
ARC Architect
HRS Human Resources Specialist
EDP Education Planner
OO Operations Officer
OA Operations Assistant

Annex 1

PARTICIPANTS IN THE COMPLETION MISSION

THE BANK

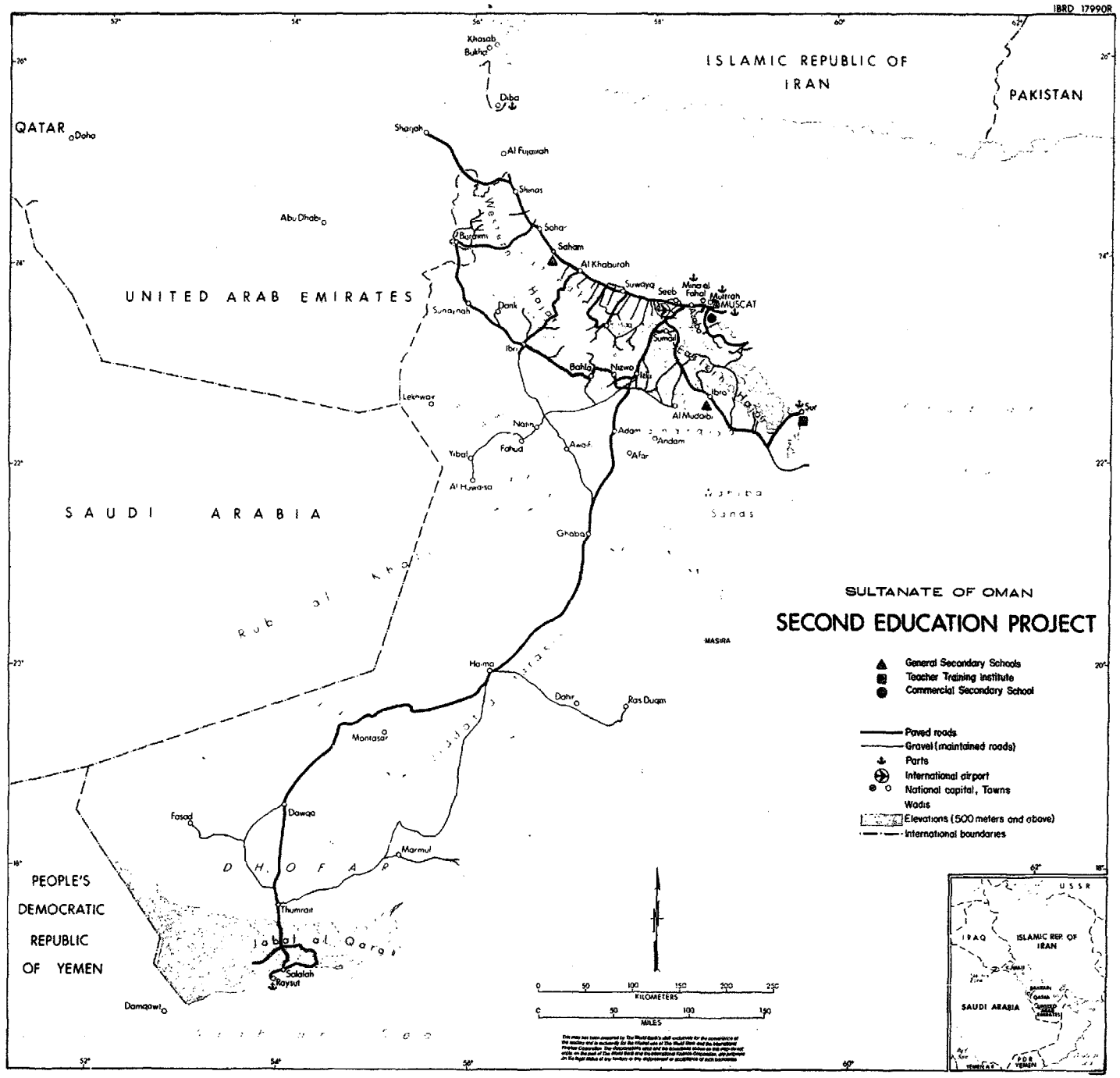
P.A. Maughan	Population & Human Resources Div. Staff
T. Schou	Consultant Architect

MINISTRY OF FINANCE & ECONOMY

Sheikha Mohamad Al Riyami	Acting Director, Department of Loans
Ammar Mahgoub Mohammed Zaki	Accountant, Department of Loans

MINISTRY OF EDUCATION & YOUTH

Ali Hamed Abdulla	Director, Projects Department
Rahela Al Riyami	Director, Education Planning Dept.
Basil Philip	Quantity Surveyor, Projects Dept.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ISLAMIC REPUBLIC OF IRAN
PAKISTAN
QATAR
Doha
UNITED ARAB EMIRATES
SAUDI ARABIA
PEOPLE'S DEMOCRATIC REPUBLIC OF YEMEN
Khasab
Bukha
Diba
Sharjah
Al Fujairah
Shinas
Abu Dhabi
Buraimi
Sohar
Saham
Al Khaburah
Suwayq
Seeb
Mina al Fahal
Muttrah
MUSCAT
Sunaynah
Dank
Ibri
Sumail
Bahla
Nizwa
Izki
Ibra
Sur
Al Mudaibi
Lekhwair
Nahn
Fahud
Yibal
Al Huwaisa
Awaf
Adam
Andam
Afar
Ghaba
Rub al Khali
Wahiba Sands
MASIRA
Haima
Dahir
Ras Duqm
Montasar
Fasad
Dawqa
Marmul
DHOFAR
Thumrait
Jabal al Qara
Salalah
Raysut
Damqawt
Gulf of Aden
SULTANATE OF OMAN
SECOND EDUCATION PROJECT
General Secondary Schools
Teacher Training Institute
Commercial Secondary School
Paved roads
Gravel (maintained roads)
Ports
International airport
National capital, Towns
Wadis
Elevations (500 meters and above)
International boundaries
KILOMETERS
MILES
USSR
IRAQ
ISLAMIC REP. OF IRAN
SAUDI ARABIA
BAHRAIN
QATAR
UNITED ARAB EMIRATES
YEMEN A.R.
P.D.R. YEMEN