



Hashemite Kingdom of Jordan

Ministry of Education
(MOE)

Modernizing Education, Skills, and Administrative Reforms
“MASAR” (P503369)

Draft

STAKEHOLDER ENGAGEMENT PLAN (SEP)

May 5, 2024

1. Project Description:

The proposed Operation will support key elements and incentivize results to increase efficiency in the implementation of selected interventions of the government program. The proposed Operation is complementary to the support for the Economic Modernization Vision (EMV) from other development partners and other Bank operations. With many other development partners focused on serving the refugee population, the Bank engagement focuses on more systemwide approaches (which often include refugees). There is a very active education donor group in Jordan, which the World Bank currently co-chairs. The proposed Operation builds on the active Jordan Education Reform Support PforR (JERSP) and is complementary to other Bank operations. The selection of the supported areas was made based on Bank's value added, readiness for implementation, an effort to build on JERSP and recent engagements with the GOJ and prioritization of key interventions based on expected returns to the investment.

Program for Results (PforR):

The project is a Program for Results (PforR) with an IPF Component. The project consists of three Results Areas (RAs), supported by the IPF pillar as follows:

- **RA 1. Home to school: Improving foundational learning** through three strategic approaches: (a) increasing access to KG2 through public and private sector provision (b) strengthening the quality of early childhood education by approving and rolling out comprehensive curricula for KG1 and KG2 alongside support materials for KG2 teachers, and supporting the scale-up of the KG Quality Assurance System (QAS); and (c) improving foundational literacy and numeracy skills for grade 1-3 students, through the development of an implementation plan aimed at improving foundational literacy and numeracy, the adoption of updated teaching and learning materials in line with best practices and the implementation of targeted interventions designed to build foundational skills in the early grades. This RA is an extension of several existing engagements through the active Education PforR (JERSP).
- **RA2. School to work: Increasing access to labor-market relevant TVET** by (a) improving the labor-market relevance of Technical, Vocational Education, and Training (TVET) programs, responding to the job market and demand in priority sectors; (b) facilitating the transition to employment and further education opportunities, through implementing a competency-based certification system; and c. b) supporting learners through strengthened counselling and career guidance services; The Operation will consider and respond to gender-specific and refugee-specific barriers for the school to work transition of students and prioritize sectors supporting the green transition
- **RA3: Enhancing the efficiency of the education system** by (a) the implementation of the new governance structure of the education sector; and (b) improving human resources management of the system in terms of teacher attraction, selection and deployment policies.

IPF Component:

The IPF component will provide **Technical Assistance (TA) and capacity-building activities to support the implementation of the Program and deliver on critical reforms.** It will finance activities that contribute to improving efficiency of the planned program and the sustainability of results achieved and inform evidence-based policymaking through (a) consulting services, studies and evaluations to inform implementation; and (b) capacity building activities for the Ministry of Education (MOE), Vocational Training Corporation (VTC) and Technical, Vocational, Skills Development Corporation (TVSDC). The TA includes support to carry out the following activities:

- **RA1:** (i) Support the design and monitoring of the KG PPP; (ii) technical support to develop standards for the childcare QA system; (iii) support to improve and (as needed) design and evaluate interventions targeting foundational learning.
- **RA2:** (i) support the design of a Skills Development Fund (SDF) with multiple sources of financing windows, that stimulates private sector participation in TVET through competitive and performance-based financing skills and its external evaluation; (ii) communication campaigns on the returns to TVET; (iii) develop appropriate training programs and material for in-service training of vocational education teachers (including transferrable skills training using hybrid modalities face-to-face and online). (iii) develop job description and professional standards, based on those already drafted by TVSDC, for career guidance counselors that expands the current counseling service coverage from the exclusive focus on Clinic Psychology to include future-oriented personal development and career counseling; (iv) develop training programs and provide in-service training to Field Directorate career guidance coordinators and school counselors; (v) develop a National Graduate Tracking system for all TVET programs and providers; (vi) Establish domestic and international partnerships to enhance career guidance services, including local universities, colleges and technical colleges that already have well-consolidated student orientation centers/services and promote a “twining scheme” with secondary schools in their catchment areas while ensuring gender balance in service provision ;
- **RA3:** (i) support the implementation of the institutional restructuring including capacity building activities; (ii) develop the communication and change management plan; (iii) design of teacher policies based on best practices and international experience; (iv) support the implementation of an IT system for budget planning, preparation, execution, monitoring, and supervision streamlined in MOE.

Implementation Arrangements:

The implementation arrangements of the Program will mostly follow the government’s program and JERSP’s arrangements, which have been working well for the past six years. Arrangements will be adjusted according to the sector's new governance system when and as needed. The MOE will be the implementing agency with administrative and coordination support from the Development Coordination Unit (DCU). Under the leadership of the Minister, Directorates and centers will plan and implement activities related to their components. These include the Directorate of Early Childhood and Education Management Directorate (RA 1), Directorate of Vocational Education, VTC and TVSCD (RA2), Managing Directorate of Human Resources (RA3), as well as other relevant MOE units as needed. The Program Operation Manual (POM) will be updated as required with the focal points for each DLI within the MOE, VTC, and TVSDC.

2. Description of the SEP:

The Ministry of Planning and International Cooperation (the Borrower) with the involvement of the Ministry of Education (MOE), will adopt measures under the Investment Project Financing (IPF) Component (the Project) of the Modernizing Education, Skills, and Administrative Reforms (MASAR) Program (P503369) to ensure that activities under the Project include stakeholder engagement and information disclosure in accordance with Environmental and Social Standard 10 (ESS10) under the World Bank’s Environmental and Social Framework (ESF).

Given that there is no standalone SEP, these measures are covered under the Environmental and Social Commitment Plan (ESCP), and included the following:

Active efforts will be made to seek stakeholders’ feedback on the design and implementation of any TA activities should they be identified under the IPF component. The modes of engagement and the frequency of engagement will be determined by the scope of the TA activity as well as the needs and interests of different stakeholders and will be consistent with ESS10.

The Project shall maintain a mechanism by which stakeholders can raise concerns, provide feedback, or make complaints about the project consistent with ESS10. The grievance mechanism (GM) for the IPF will be the same as the GM for the MASAR Program. The Borrower is required to make improvements to the GM to make it consistent with ESS10 according to the timeline and measures set out in the MASAR Environmental and Social Systems Assessment (ESSA) and Program Action Plan.

Stakeholder mapping, methods and frequency of engagement, and information disclosure measures, frequency, and documentation will be detailed and documented in the project operational manual (POM).

The Development Coordination Unit (DCU) will be in charge of overseeing all stakeholder engagement activities and needed coordination between all projects stakeholders.