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Program Information Document (PID)

Appraisal Stage | Date Prepared/Updated: 01-May-2024 | Report No: PIDPA00072



BASIC INFORMATION

A. Basic Program Data

Project Beneficiary(ies)	Region	Operation ID	Operation Name
Jordan	MIDDLE EAST AND NORTH AFRICA	P503369	JORDAN: Modernizing Education, Skills, and Administrative Reforms (MASAR) Program
Financing Instrument	Estimated Appraisal Date	Estimated Approval Date	Practice Area (Lead)
Program-for-Results Financing (PforR)	24-Apr-2024	18-Jun-2024	Education
Borrower(s)	Implementing Agency		
Ministry of Planning and International Cooperation	Ministry of Education		

Proposed Program Development Objective(s)

To improve access to foundational learning and to labor market-relevant TVET and enhance the efficiency of the education sector management

COST & FINANCING (US\$, Millions)

Maximizing Finance for Development

Is this an MFD-Enabling Project (MFD-EP)? No

Is this project Private Capital Enabling (PCE)? No

SUMMARY

Government program Cost	147,755.00
Total Operation Cost	400.00
Total Program Cost	399.00
IPF Component	0.00
Other Costs (Front-end fee,IBRD)	1.00
Total Financing	400.00
Financing Gap	0.00



FINANCING

Total World Bank Group Financing	400.00
World Bank Lending	400.00

Decision

The review did authorize the team to appraise and negotiate

B. Introduction and Context

Country Context

- Jordan’s development trajectory has shown resilience while navigating compounding external shocks that have put pressure on the country’s economy and natural resources, infrastructure and labor market.** Recent crises include the influx of refugees, the COVID-19 pandemic and the global food and energy crisis. The doubling of the population from 5 to over 11 million in the past two decades has also increased pressure on service delivery and on Jordan’s already very limited natural resource, especially water.
- Although Jordan has weathered shocks better than many other countries, investment levels remain low, and entrenched structural constraints continue to weigh on labor market outcomes.** Labor force participation declined to 32.6 percent in Q3 2023, down from 39.2 percent in 2017, driven by a fall in both male and female participation, with youth unemployment at 46.1 percent.
- To address economic challenges, in 2022 the Government of Jordan (GOJ) adopted an ambitious, 10-year Economic Modernization Vision (EMV), with education at its heart and as a critical enabler for accelerating growth.** Moreover, the Public Sector Modernization Roadmap focused on reforming the Ministry of Education to become the Ministry of Education and Human Resources and serve as a single administrative and policy making umbrella for the sector by expanding its mandate to cover early childhood education and vocational education and training.

Sectoral and Institutional Context

- Jordan has accomplished several successes in the education sector over the past decade, and critical system-level reforms are underway.** Major achievements in the education sector include (a) increased enrollment, particularly in primary and secondary education, responding to increased demand and changing demographics; (b) closing gender access gaps; (c) sustained improvements in learning outcomes as per international assessments; and (d) increased overall education levels of the labor force. In recent years, the GOJ has undertaken several reforms and initiatives aimed at reforming the education system, many of them supported by the World Bank. These include: the expansion



of Kindergarten (KG), with 50,000 new students enrolled and the refurbishment/construction of over 300 new classrooms; the development and adoption of a Quality Assurance System for public and private KGs; the reform of teacher policies including the adoption of the National Teacher Professional Standards (TNPS); the expansion of refugees access to education to accommodate 162,000 Syrian refugee children in primary and secondary education, the development of a national blended learning strategy; and the design of a national student assessment framework.

5. With over 66 percent of the population below the age of 30, capitalizing on the potential of a demographic dividend will necessitate significant policy reforms to improve learning outcomes and prepare students for skills demanded by the labor market. Several key areas are outlined in the EMV, its Executive Program (2023-2025) and the Public Sector Modernization Roadmap as priorities to increase access and quality of education services, including: (a) reaching and supporting students at key transition points, particularly at entry (home-to-school transition) and exit (school-to-work transition); (b) promoting equal access in Early Childhood Care and Development (ECCD) and Technical and Vocational Education and Training (TVET); (c) improving learning outcomes: 58 percent of 10-year-olds are learning poor (either not learning foundational skills or out of school); (d) improve internal efficiency of the education system, to avoid high dropout and low completion rates at the secondary level; and (e) improve external efficiency of the system to increase labor market outcomes, especially for youth and females.

6. To address these challenges in the education sector, the EMV and PSMR include a transformative and ambitious plan for the education sector under the “Smart Jordan” growth pillar, which aims to develop and prepare local talents to meet the needs of future skills, required resources and institutions to accelerate economic growth and enhance quality of life. It focuses on seven areas: (a) ECCD for children under 9 years old; (b) Basic education (primary and secondary); (c) Higher education; (d) TVET; (e) Research and Development and Innovation; (f) Entrepreneurship; and (g) Data. It includes digitalization, governance, and legal environment as crosscutting areas to support the reforms.

7. The proposed Operation would support key elements and incentivize results to increase efficiency in the implementation of selected interventions of the ‘Smart Jordan’ growth pillar. Specifically, it would focus on barriers at two key transition points: the home to school transition, and the school to work transition, and would support addressing key success factors at every stage in the education cycle. The home to school transition involves building readiness to learn and therefore is the main driver – and predictor – of foundational literacy and then other learning outcomes throughout basic education. The school to work transition reflects and reveals the extent of successful acquisition of relevant skills and competencies by graduates, the responsiveness of the education system to labor market demand, and the efficiency of certification procedures, counseling and job matching services. MASAR Program will also support the governance reform and institutional restructuring of the Ministry of Education.

PforR Program Scope

8. The PforR will support three Result Areas (RA) where the Bank’s value added is expected to be strongest and there is no overlap with other Bank’s or other development partners operations, as follows.

- **RA 1. Home to school: Improving foundational learning.**
- **RA2. School to work: Increasing access to labor-market relevant TVET.**
- **RA3: Enhancing the efficiency of the education system management.**



C. Proposed Program Development Objective(s)

Program Development Objective(s)

To improve access to foundational learning and to labor market-relevant TVET and enhance the efficiency of the education sector management.

D. Environmental and Social Effects

9. **For the PforR, an Environmental and Social System Assessment (ESSA) will be prepared in accordance with the PforR Policy¹ and the WB PforR Directive.** The ESSA will include screening criteria to exclude any activities that are likely to have significant, sensitive, diverse, or unprecedented impacts to the environment and/or affected people. To inform development of the ESSA, consultations will be carried out with various stakeholders. The ESSA will also include a program action plan to manage and mitigate potential environmental and social risks and impacts.

10. **The IPF component will apply the Environmental and Social Framework (ESF),** and the relevant E&S instruments will be prepared according to the risk rating and nature of interventions.

11. **Social:** The social risk is rated Moderate. The proposed Project will provide support for skills development, capacity building, and governance of the education sector. The project activities will not result in severe adverse social impacts such as resettlement. While the project present moderate social risks, stakeholder engagement and GRM are critical for an initiative as the skills development project which is centered on ensuring inclusion, transparency, and accountability.

Legal Operational Policies	Triggered?
Projects on International Waterways OP 7.50	TBD
Projects in Disputed Area OP 7.60	TBD

Summary of Screening of Environmental and Social Risks and Impacts of the IPF Component

CONTACT POINT

World Bank

¹ Paragraph 9 of Section III



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APPROVAL

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