



# Concept Environmental and Social Review Summary

## Concept Stage

### ( **ESRS Concept Stage** )

Date Prepared/Updated: 03/28/2024 | Report No: ESRSC04211



I. BASIC INFORMATION

A. Basic Operation Data

Operation ID	Product	Operation Acronym	Approval Fiscal Year
P503369	Program-for-Results Financing (PforR)	MASAR Program	2025
Operation Name	JORDAN: Modernizing Education, Skills, and Administrative Reforms (MASAR) Program		
Country/Region Code	Beneficiary country/countries (borrower, recipient)	Region	Practice Area (Lead)
Jordan	Jordan	MIDDLE EAST AND NORTH AFRICA	Education
Borrower(s)	Implementing Agency(ies)	Estimated Appraisal Date	Estimated Board Date
Ministry of Planning and International Cooperation	Ministry of Education	20-May-2024	26-Sept-2024
Estimated Concept Review Date	Total Project Cost		
20-Nov-2023	0.00		

Proposed Development Objective

To improve foundational learning, increase access to labor-market relevant TVET and enhance the efficiency of the education system.

B. Is the operation being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?

No

C. Summary Description of Proposed Project Activities

[Description imported from the Concept Data Sheet in the Portal providing information about the key aspects and components/sub-components of the project]

The Operation aims to improve opportunities for early learning, increase access to labor-market relevant TVET and strengthen key aspects of the governance of the education system.



## D. Environmental and Social Overview

### D.1 Overview of Environmental and Social Project Settings

*[Description of key features relevant to the operation’s environmental and social risks and opportunities (e.g., whether the project is nationwide or regional in scope, urban/rural, in an FCV context, presence of Indigenous Peoples or other minorities, involves associated facilities, high-biodiversity settings, etc.) – Max. character limit 2,000]*

The project will be implemented on national level and the PforR program will focus on improving school readiness and foundation skills, and school to work transition while also strengthening education governance and digitalization. The IPF Component, through the Skills Development Fund (SDF) will focus on increasing employment in high productive sectors, stimulate private sector participation in TVET, and promoting the establishment of new or expansion of existing programs for in-demand skills that demonstrate potential for high employment outcomes in priority high-growth economic sectors identified in the EMV (Economic Modernization Vision). The SDF will include multiple sources of financing, that stimulate private sector participation in TVET through competitive and performance-based financing and that sets incentives to establish partnerships and implement innovative solutions that can be disseminated and scaled-up. The design of the SDF will respond to gender-specific and refugee-specific barriers for the school to work transition of students and prioritize sectors supporting the green transition.

The IPF Component (\$10 million) will include:

- Sub-component 1: Design and implementation of a Skills Development Fund (SDF) with multiple sources of financing, that stimulates private sector participation in TVET through competitive and performance-based financing and that sets incentives to establish partnerships and implement innovative solutions that can be disseminated and scaled-up. The design of the SDF will respond to gender-specific and refugee-specific barriers for the school to work transition of students and prioritize sectors supporting the green transition.
- Sub-component 2: Technical assistance, including capacity building and knowledge sharing.

The Appraisal stage would also investigate the need for E&S Capacity Building of the implementing agency (including SEA/SH).

### D.2 Overview of Borrower’s Institutional Capacity for Managing Environmental and Social Risks and Impacts

*[Description of Borrower’s capacity (i.e., prior performance under the Safeguard Policies or ESF, experience applying E&S policies of IFIs, Environmental and social unit/staff already in place) and willingness to manage risks and impacts and of provisions planned or required to have capabilities in place, along with the needs for enhanced support to the Borrower – Max. character limit 2,000]*

The implementation arrangements for the project are still under development. At this stage, it's proposed that the Ministry of Education (MoEPIC ) would be the main implementing agency. MoE will ensure overall management of the project and the PforR Component. Other proposed implementing agencies could include the Ministry of Labor (MoL), Vocational Training Corporation (VTC), Technical and Vocational Skills Development Commission (TVSDC), and the Ministry of Social Development (MoSD).

The main proposed implementing agency, the Ministry of Education have been implementing the Education Reform Support Program for Results (P162407) since 2019. The Ministry does not have significant experience with the ESF or its requirements. Additionally, the other potential implementing institutions do not have any experience with the E&S



requirements under the ESF except for the MoL (they are currently implementing the Jordan Support To Private Sector Employment and Skills IPF). All the proposed implementing agencies (IAs) have their own GRM system, and they are also connected to the At Your service Platform (governmental centralized electronic complaints platform). They all have a range of uptake channels besides the At Your Service Platform and these comprise complaint boxes, hotlines, phones, walk-ins, etc. They also have some experience with stakeholder engagement strategies through media and communication departments. The proposed implementing agencies have varying degrees of familiarization and implementing the ESF.

As per practice, a project management unit (PMU) will be established and will oversee the overall project management and coordination (PforR and IPF) within the MoE. The PMU will include an environmental and social specialists and will be responsible for the overall environmental and social risk management of the project. The specific staffing arrangements and TA measures including a training program will be further assessed and specified in the ESCP.

## II. SCREENING OF POTENTIAL ENVIRONMENTAL AND SOCIAL RISKS AND IMPACTS

### A. Environmental and Social Risk Classification (ESRC)

Moderate

#### A.1 Environmental Risk Rating

Moderate

*[Summary of key factors contributing to risk rating, in accordance with the ES Directive and the Technical Note on Screening and Risk Classification under the ESF – Max. character limit 2,000]*

The proposed program has the potential to stimulate positive environmental effects through incorporating environmental education into the TVET systems, especially OHS, resources efficiency and pollution prevention and management, climate smart solutions, and labor management. The scale, mechanisms and activities of SDF are yet to be identified. Therefore, SDF may provide support to beneficiary TVET services to obtain modern technology and knowledge applying resources efficiency and pollution prevention. Consequently, the program potential environmental risks and adverse impacts are connected to the absence of environmentally responsible provisions and licensing for TVET, lack of compliance with the environmental safeguard requirements and good practices, OHS/EHS, and improper management of waste (including sewerage systems, solid waste handling and management, hazardous waste, and pollution) which can also affect public health and safety. Such risks may vary in risk levels according to targeted sector, scale, technology and environmental control measures in place. Identified risks, and related impacts, are expected to be temporary, predictable, with limited spatial extent and could be reversed/compensated through readily available technologies. The IPF sub-component 2 is not expected to cause moderate significant environmental risks, and/or environmental risks are insignificant. The environmental risks and impacts will be further assessed in the ESF instruments to be developed under the IPF Component (which will also encompass the relevant mitigation measures).

#### A.2 Social Risk Rating

Moderate

*[Summary of key factors contributing to risk rating, in accordance with the ES Directive and the Technical Note on Screening and Risk Classification under the ESF – Max. character limit 2,000]*

Overall, the IPF Component will bring positive social impact for the beneficiary communities. The social risks are associated with the introduction of the Skills Development Fund (SDF) that will be focused on providing TVET training

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to beneficiary youth. The social risks are related to aspects of vulnerability, marginalization, elite capture and poverty which should be considered in the selection process for the student beneficiaries as well as selection of beneficiary private sector firms. Selection criteria should be clearly defined in close collaboration with stakeholders and potential project beneficiaries. Aspects of vulnerability, marginalization, elite capture and poverty should be considered in the selection process. Additionally, social education on aspects such as working conditions, dealing with SEA/SH risks, and OHS should be included in the proposed as part of the curriculum of the TVET. This will be part of future mitigation measures in case any of the beneficiaries is exposed to any of these risks. Other social include addressing potential Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) associated with the SDF activities as well the capacity building interventions (which would require the preparation of a Code of Conduct- CoC in view of the young age of the targeted beneficiaries). The Ministry of Education (MoE) has prior experience in implementing World Bank-funded projects under Project for Results (PforR) operations but not IPF and with capacity limitations. To address this, the planned project management unit (PMU) should include the hiring of dedicated Social Specialist, with gender and Gender Based Violence (GBV)/ SEA-SH expertise at central level.

*[Summary of key factors contributing to risk rating. This attribute is only for the internal version of the download document and not a part of the disclosable version – Max. character limit 2,000]*

**B. Relevance of Standards and Policies at Concept Stage**

**B.1 Relevance of Environmental and Social Standards**

**ESS1 - Assessment and Management of Environmental and Social Risks and Impacts**

Relevant

*[Optional Explanation - Max. character limit 1,000]*

The program potential environmental risks and adverse impacts are connected to the absence of environmentally responsible provisions and licensing for TVET, lack of compliance with the environmental safeguard requirements and good practices, OHS/EHS, and improper management of waste (including sewerage systems, solid waste handling and management, hazardous waste, and pollution) which can also affect public health and safety. The social risks are related to aspects of vulnerability, marginalization, elite capture, and poverty which should be considered in the selection process for the beneficiaries. Other social include addressing potential Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) associated with the SDF activities an TA. The envisaged E&S instruments are: ESCP, SEP, and SOPs including World Bank General EHS Guidelines as part of the POM.

**ESS10 - Stakeholder Engagement and Information Disclosure**

Relevant

*[Optional Explanation - Max. character limit 1,000]*

The project has a range of stakeholders including i) Primary Stakeholders (IPF) include direct and indirect beneficiaries 1) the students of secondary education transitioning to tertiary education or directly to employment, 2) TVET service providers, 3) young girls, 4) refugees, 5) public sector employees benefiting from capacity building activities. ii) Other Interested Parties include other public sector institutions including the Ministry of Digital Economy and Entrepreneurship (MoDEE), Ministry of Labor (MoL), Ministry of Environment (MoEnv), Ministry of Health (MoH), Vocational Training Corporation (VTC), Technical and Vocational Skills Development Commission (TVSDC); civil society

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organizations (local and International level NGOs and CBOs); development partners (USAID, KFW, GIZ, and EU), etc. iii) vulnerable groups include poor students and vulnerable households; refugees; people with disability. A Stakeholder Engagement Plan will be prepared with clear GRM system.

**ESS2 - Labor and Working Conditions**

Relevant

*[Optional Explanation - Max. character limit 1,000]*

ESS2 is relevant to the project. However, the project will Partially apply the existing borrower’s framework as there are some identified gaps between the Jordanian Labor Law and ESS2. The expected types of workers will be: 1. Direct workers: Direct workers of the project are those who are working in the PMU and some civil servants (staff of the implementing agencies). These are expected to be qualified professionals working mainly in an office environment and conducting field visits as necessary. 2. Contracted workers: include consultants and their staff (include skilled unskilled labor), workers of the private sector firms (TVET activities), contracted workers in VTC and TVSDC (skilled and unskilled), and others. The project will mainly comprise Jordanian nationals and potentially some foreign labor. Envisaged project labor risks 1) working conditions and OHS; 2) improper management of waste; 3) SEA/SH, 4) weak enforcement by the Ministry of Labor.

**ESS3 - Resource Efficiency and Pollution Prevention and Management**

Relevant

*[Optional Explanation - Max. character limit 1,000]*

The operation of the TVET facilities will be associated with consumption of energy, water and raw materials, and will generate some wastes, including hazardous waste, related to the correspondent activities. The project interventions could include support to TVET service providers to obtaining modern, environmentally responsible technologies and knowledge, and for incorporating climate smart technologies, resources efficiency and pollution prevention and management in TVET curricula. SOPs will be prepared to ensure possible opportunities for resource efficiency and options for waste minimization relevant to each TVET sector are efficiently and timely identified, designed, and implemented by the project and sub-projects funded by the SDF. The SOPs will be guided by the requirements of the EHS Guidelines (General and sector specific guidelines as applicable) in proposing possible resources efficiency and waste management measures, and related provisions will be included in the POM.

**ESS4 - Community Health and Safety**

Relevant

*[Optional Explanation - Max. character limit 1,000]*

Risks related to EHS including high noise levels, improper waste management (including hazardous waste) and associated risks and impacts to environmental health and pollution, may be associated with the operations of the TVETs envisaged under the SDF. Risks related to gender based violence GBV- SEA/SH may be also associated with the activities envisaged under the SDF and the capacity building interventions. These risks might stim from interaction between the trainees, including young females and the trainers and others in charge of delivering the activities under the SDF in particular. This also include the interaction between the providers of capacity building activities and female trainees from the government side. The proposed SEP and SOPs should take into account these risks and establish mitigation measures to address them, including the GRM system. The SOPs will include the World Bank ESH General Guidelines and will be part of the POM

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**ESS5 - Land Acquisition, Restrictions on Land Use and Involuntary Resettlement**

Not Currently Relevant

*[Optional Explanation - Max. character limit 1,000]*

Not currently relevant

**ESS6 - Biodiversity Conservation and Sustainable Management of Living Natural Resources**

Not Currently Relevant

*[Optional Explanation - Max. character limit 1,000]*

Not currently relevant

**ESS7 - Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities**

Not Currently Relevant

*[Optional Explanation - Max. character limit 1,000]*

Not currently relevant

**ESS8 - Cultural Heritage**

Not Currently Relevant

*[Optional Explanation - Max. character limit 1,000]*

Not currently relevant

**ESS9 - Financial Intermediaries**

Not Currently Relevant

*[Optional Explanation - Max. character limit 1,000]*

Not currently relevant

**B.2 Legal Operational Policies that Apply**

**OP 7.50 Operations on International Waterways**

TBD

**OP 7.60 Operations in Disputed Areas**

TBD

**B.3 Other Salient Features**

**Use of Borrower Framework**

In Part

*[Optional explanation – Max. character limit 1,000]*

Partial use of Borrower’s framework is envisaged under this project . We recommend to use the existing Jordanian Labor Law No. 8 for the year 1996 and its amendments. The Bank has completed an assessment of the law in

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comparison with ESS2, and concluded that the national labor legislation is generally adequate and consistent with ESS2. Risks are more related to compliance and enforcement – especially in the informal labor market – rather than the letter of the law. However, key areas where the law is inconsistent with ESS2 include:

- Non-discrimination (general and gender-based): Labor law does not contain an explicit general prohibition of employment discrimination on the basis of personal characteristics unrelated to inherent job requirements.
- Non-discrimination (non-Jordanian workers): Differential minimum wage rates apply to Jordanian and non-Jordanian workers

These gaps and potentially others (GRM for workers) will be addressed through specific measures under ESS2/ESCP

**Use of Common Approach**

No

*[Optional Explanation including list of possible financing partners – Max. character limit 1,000]*

Use of common approach is not expected at this stage

**B.4 Summary of Assessment of Environmental and Social Risks and Impacts**

*[Description provided will not be disclosed but will flow as a one time flow to the Concept Stage PID – Max. character limit 5,000]*

Potential environmental hazards and negative effects of the program are linked to the lack of environmentally conscious TVET licensing and provisions, noncompliance with environmental safeguard standards and best practices, OHS/EHS, and inappropriate waste management (including pollution, solid waste handling and management, hazardous waste, and sewerage systems), which can also have an impact on public health and safety. The social risks are associated with poverty, marginalization, vulnerability, elite capture, and poverty, which need to be taken into account when choosing beneficiaries. Other social interventions include addressing possible cases of sexual harassment, abuse, and exploitation (SEA/SH) connected to SDF activities and capacity building initiatives. The proposed project management unit (PMU) should hire environmental and social specialists (with expertise in gender and gender-based violence (GBV) and SEA-SH for the latter) to address the project's environmental and social risks.

**C. Overview of Required Environmental and Social Risk Management Activities**

**C.1 What Borrower environmental and social analyses, instruments, plans and/or frameworks are planned or required by Appraisal?**

*[Description of expectations in terms of documents to be prepared to assess and manage the project’s environmental and social risks and by when (i.e., prior to Effectiveness, or during implementation), highlighted features of ESA documents, other project documents where environmental and social measures are to be included, and the related due diligence process planned to be carried out by the World Bank, including sources of information for the due diligence - Max. character limit 3,000]*

By Appraisal:

- Environmental and Social Commitment Plan (ESCP)
- Stakeholder Engagement Plan (SEP)

Documents to be considered after project approval:

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- SOPs including World Bank General EHS Guidelines and safeguarding aspects of childcare facilities as part of the Project Operational Manual (POM)

**III. CONTACT POINT**

**Contact Point**

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**IV. FOR MORE INFORMATION CONTACT**

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**V. APPROVAL**

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