



Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 05/30/2024 | Report No: ESRSA03485



I. BASIC INFORMATION

A. Basic Operation Data

Operation ID	Product	Operation Acronym	Approval Fiscal Year
P503369	Program-for-Results Financing (PforR)	MASAR Operation	2024
Operation Name	JORDAN: Modernizing Education, Skills, and Administrative Reforms (MASAR) Operation		
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	24-Apr-2024	27-Jun-2024
Estimated Decision Review Date	Total Project Cost		
22-Apr-2024	400,000,000.00		

Proposed Development Objective

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

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 PAD Data Sheet in the Portal providing information about the key aspects and components/sub-components of the project]

The Operation aims to improve access to foundational learning and to labor market-relevant technical and vocational education and training (TVET) and enhance the efficiency of the education sector management.



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 10,000]

The Operation will consist of a Program for Results (PforR) and an Investment Project Financing (IPF) for Technical Assistance (TA). The IPF Component provides technical assistance (TA) and capacity-building activities to support the implementation of the Program, support the operationalization of the new Ministry and institutional arrangements and deliver on critical reforms (3.6 percent of the total financing of the Operation). 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 MOE, Vocational Training Corporation (VTC) and Technical, Vocational, and Skills Development Corporation (TVSDC). The TA includes support to the design of a career guidance system, the design and external evaluation of a Skills Development Fund (SDF), capacity building, among others. The IPF Component geographic coverage would be nationwide.

To address economic challenges, the GOJ adopted an ambitious 10-year Economic Modernization Vision (EMV) in 2022, with education at its heart. The objective of the EMV is threefold, to: (a) transform the economy; (b) improve the quality of life; and (c) ensure sustainability. Eight interdependent drivers support the achievement of these objectives: High-Value Industries, Future Services, Destination Jordan, Sustainable Resources, Invest Jordan, Vibrant Jordan, Green Jordan and Smart Jordan. ‘Smart Jordan’ places education as a critical enabler for accelerating growth through its role in supplying skilled and capable citizens and workforce. The DCU would be tasked with supporting the overall implementation “Smart Jordan” pillar of the Economic Modernization Vision’s (EMV) and related donor-supported programs including the MASAR program.

The Operation is designed to contribute to the achievement of key results of the implementation of the Economic Modernization Vision’s (EMV) Smart Jordan pillar. The Operation focuses on a set of interventions that aim to improve the access, quality and relevance of Early Childhood Education (ECE) and Technical, Vocational Education and Training (TVET) while enhancing the efficiency of the education system. RAs were designed to include sectoral interventions as well as cross cutting elements of the system. RA1 focuses on improving access and quality of ECE and strengthening foundational literacy and numeracy skills of students in grades 1-3. The operationalization of these interventions would lead to significant improvements in short- and long-term learning outcomes, reduction of dropout and increase in female LFP. RA2 focuses on improving the access to labor-market relevant TVET. It would lead to improvements in TVET outcomes and a reduction of dropout. RA3 focuses on enhancing efficiency of the system, centered around a set of measures linked to the implementation of a new governance structure and the improvement in human resources policies.

The Project’s activities will benefit a broad range of stakeholders in the education and TVET sector and mainly the Government agencies involved in the Program (MOE, VTC, TVSDC, etc.).

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 10,000]

To address challenges in the education system, the EMV includes a transformative and ambitious plan for the 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. “Smart Jordan” consists of a comprehensive package of reforms with the potential to transform the education sector, focusing on 6 pillars: (a) ECCD (including Early childhood and early primary education 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 reform. The first four pillars of Smart Jordan constitute the Government program. The GOJ launched the Executive Plan for the “Smart Jordan” pillar, a set of strategic reforms to prioritize under the implementation of the EMV

The Environmental and Social Systems Assessment (ESSA) for the MASAR Program concluded that MOE has limited capacity for environmental and social risk management. There are also a number of agreed actions included in the Program Action Plan and DLI verification protocols to strengthen MOE’s environmental and social systems and outputs. The IPF will provide necessary resources through a dedicated environmental and social specialist to ensure that these agreed actions under the PforR and the ESCP requirements under the IPF Component are implemented and the deliverables are achieved in a timely fashion. The E&S Specialist will work and coordinate with the other implementing agencies and departments (e.g. related departments inside MOE such as Buildings and International Projects Dept., Planning and Educational Research, Protection and Safe Environment Division, etc.; and the other implementing agencies of VTC, TVSDC). E&S Focal Points will also be assigned within VTC and TVSDC.

The implementation arrangements of the Program will mostly follow the government’s program arrangements and the active PforR arrangements which have been working well for the past 6 years. Arrangements will be adjusted according to the new governance system of the sector when and as needed. The MOE will be the implementing agency with the administrative and coordination support of 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, Vocational Training Corporation (VTC) and Technical, Vocational, and Skills Development Corporation (TVSDC) (RA2); Managing Directorate of Human Resources, Directorate of Budget, Queen Rania Center (QRC) (RA3), as well as other relevant MOE units as needed. The Program Operation’s Manual (POM) will be updated as required with the specific focal points for each DLI within the MOE, VTC and TVSDC.

II. SUMMARY OF ENVIRONMENTAL AND SOCIAL (ES) RISKS AND IMPACTS

A. Environmental and Social Risk Classification (ESRC)

Low

A.1 Environmental Risk Rating

Low



[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 4,000]

The Environmental Risks of the IPF activities which are focusing on providing technical assistance and capacity building support connected to the PforR are considered low. The proposed program has the potential to stimulate positive environmental effects through incorporating environmental education into the TVET systems (RA 2), especially OHS, resources efficiency, pollution prevention and management, community health and safety, climate smart solutions, green jobs and labor management. The technical assistance linked to the civil works and construction of additional classrooms for KG (RA 1) and vocational training, workshops, training centers, etc. (RA 2) can contribute to the Project positive environmental impacts through integration of resources efficiency and resources efficiency and climate into the designs, construction and operation plans of these facilities. The technical assistance linked to SDF (RA 2) can include support to assessing SDF beneficiary TVET needs to obtain modern, environment friendly, technology and knowledge, and to applying resources efficiency and pollution prevention. The program potential environmental risks and adverse impacts are connected to infrastructure related TA's and the preparation of final designs for future investments/sub-projects (RA 1 and RA 2), and also connected to TVET related TA's (RA 2 and RA 3) noting the absence of environmentally responsible provisions and licensing for TVET, in addition to TVET weak 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 priority 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 need for MOE to enhance environmental risk management capacity to manage the PforR activities is addressed by this IPF.

A.2 Social Risk Rating

Low

[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 4,000]

The Social Risks of the IPF activities to staff, to operate and provide capacity building for the PMU are considered low. 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). There are no physical works or activities requiring land acquisition under the IPF. The need for MOE to enhance social risk management capacity to manage the PforR activities is addressed by this IPF. As the TA will mainly support studies, assessments, and capacity building activities, these activities are expected to be very focused and of a "just in time nature". Therefore the risks are limited to the labor and health and safety risks of managing a small workforce with professional qualifications undertaking office work as well as periodic field visits to monitor activities of the PforR. The social risks are not considered significant at this time. The SEA/SH risks are rated low given the low number of workers and activities in unsupervised environment.

[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 8,000]

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B. Environment and Social Standards (ESS) that Apply to the Activities Being Considered

B.1 Relevance of Environmental and Social Standards

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

Relevant

[Explanation - Max. character limit 10,000]

ESS1 is relevant to the project as this IPF Component would finance the Technical Assistance, including studies & assessments and capacity building activities connected the implementation of the three Results Areas under the PforR. The Development Coordination Unit (DCU) at the Ministry of Education (MOE). The DCU would be tasked with supporting the overall implementation of the PforR and Smart Jordan Pillar of the EMV and subsequent plans, as well as facilitating the implementation of donor supported programs in support of the Pillar, such as the MASAR program. The environmental and social risks associated with the project's activities are considered low at this stage, based on available information and a preliminary assessment of the current proposed activities. The envisaged E&S instruments are: ESCP, SEP, and SOPs including World Bank General EHS Guidelines as part of the POM. The IPF component will provide TA and capacity-building activities to support the implementation of the Program and deliver on critical reforms (US\$15 million, 3.6 percent of the Operation). 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 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. The implementation of the IPF is expected to have positive environmental and social impacts as IPF activities will contribute to ensuring adequate environmental and social management of the program, including through incorporation of environmental and social considerations in strategic planning. To ensure that the IPF activities will be implemented with adequate consideration of relevant environmental and social aspects, the DCU will hire an E&S Specialist to enhance the E&S risk management of the



MOE. In addition, the ToRs for contracting experts will include relevant provisions of the applicable Environment and Social Standards (ESS), relevant aspects of the Environmental Health and Safety Guidelines (EHSGs) and will be incorporated into the design and scope of certain activities such as the design of the Skills development Fund (SDF), all materials related to TVET, counselling and career guidance, and others as deemed necessary. No SEP or LMP will be required and the ESCP includes the requirements related labor management procedures and stakeholder engagement. The proposed Operation builds on the active Jordan Education Reform Support PforR (JERSP). The Program will be financed over five years (June 2024 – June 2029).

ESS10 - Stakeholder Engagement and Information Disclosure

Relevant

[Explanation - Max. character limit 10,000]

ESS10 has limited direct relevance to the IPF project activities themselves. The Stakeholders of the IPF are limited to the staff related to the development of studies, assessments, and capacity building for staff from MOE, VTC, and TVSDC. Given the low number of stakeholders and activities under the IPF, a stand-alone SEP for the IPF is not required. Active efforts will be made to seek stakeholders’ feedback on the design and implementation of any additional TA activities should they be identified under this 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 GM is the same as the MASAR Program GRM. The Program’s GRM consists of multi-level arrangements for registering and addressing grievances and complaints from program-affected people, building on the existing functional system of the MOE which is receiving and addressing complaints mainly via the nation-wide Behkedmetekom system as well as other uptake channels. The ESSA has assessed the Program GRM against good international practice including ESS10 and recommended improvements for accessibility and effectiveness that have been incorporated into the Program Action Plan namely: implement the GRM SOPs that will be developed under the current PforR, develop and execute a comprehensive stakeholder engagement strategy that includes MoE staff across all levels, parents, and students in shaping and rolling out the new governance framework for the education sector, support the development and implementation standard operating procedures (SoPs) aimed at effectively tackling incidents of gender-based violence (GBV) both within and in the vicinity of school facilities. These enhancements are required by 2025. Stakeholder mapping, methods of engagement, and information disclosure measures and frequency 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.

ESS2 - Labor and Working Conditions

Relevant

[Explanation - Max. character limit 10,000]

The IPF Project will not involve any civil works. The Development Coordination Unit (DCU) will comprise consultants (and civil servants). Contracted Workers will be limited to individual consultants or those employed by service providers to provide training of MOE staff (and others including VTC and TVSDC) or to conduct specific studies on an as needed basis. The labor management procedures for the IPF Component will follow the existing borrower’s framework regarding labor and working conditions. The project will apply the Jordanian Labor Law in effect (Law No. 8 for the year 1996 and its amendments) which has been amended since then and was re-issued as Law #10 for the year 2023. The Bank has completed an assessment of the law in comparison with ESS2. The assessment found that

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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)- No express provisions prohibiting gender-based discrimination in all aspects of employment • Non-discrimination (non-Jordanian workers)- Differential minimum wage rates apply to Jordanian and non-Jordanians. One of the gaps also concerns the workers Grievance Mechanism (GM), where the law does not have specific provisions on this requirement. The existing Ministry of Education (MOE) GM for employees will be accessible and is adequate to manage grievances of project workers (including consultants) under the IPF, or else the Ministry will provide an appropriate GM for workers consistent with Jordanian labor regulations and ESS2. The GM should be sensitive to receiving and handling complaints related to Sexual Exploitation and Abuse (SEA)/ Sexual Harassment (SH). This gap (along with others) will be addressed as a requirement in the ESCP.

ESS3 - Resource Efficiency and Pollution Prevention and Management

Relevant

[Explanation - Max. character limit 10,000]

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. Guidelines 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 as part of the designs and plans for the construction, expansion, rehabilitation, modernization and maintenance of additional classrooms and education facilities, and also by the sub-projects funded by the SDF. Guidelines will also be developed for the operation of these facilities. The Guidelines 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

[Explanation - Max. character limit 10,000]

Project activities do not pose any serious risks or adverse impacts to community health and safety. Government of Jordan guidelines and World Bank guidelines on Environmental, Social, Health and Safety (ESHS) and other community health and safety standards, as applicable, will guide all interactions and engagement with communities during implementation. SEA and SH risks of the IPF Component of the Program is rated low. All Direct and Contracted Project Workers will be required to adopt a Code of Conduct covering SEA/SH acceptable to the Bank.

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

Not Currently Relevant

[Explanation - Max. character limit 10,000]

Not currently relevant

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ESS6 - Biodiversity Conservation and Sustainable Management of Living Natural Resources

Not Currently Relevant

[Explanation - Max. character limit 10,000]

Not currently relevant

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

Not Currently Relevant

[Explanation - Max. character limit 10,000]

Not currently relevant

ESS8 - Cultural Heritage

Not Currently Relevant

[Explanation - Max. character limit 10,000]

Not currently relevant

ESS9 - Financial Intermediaries

Not Currently Relevant

[Explanation - Max. character limit 10,000]

Not currently relevant

B.2 Legal Operational Policies that Apply

OP 7.50 Operations on International Waterways

No

OP 7.60 Operations in Disputed Areas

No

B.3 Other Salient Features

Use of Borrower Framework

In Part

[Explanation including areas where "Use of Borrower Framework" is being considered - Max. character limit 10,000]

The project intends to adopt the borrower's existing policies on labor and working conditions. It is suggested that the project follow the current Jordanian Labor Law (Law No. 8 of 1996 and its subsequent amendments, most recently updated as Law #10 of 2023). The World Bank has evaluated this law against its Environmental and Social Standard 2 (ESS2) and found it largely aligns. However, issues may arise with adherence and enforcement, particularly in the informal labor sector. Notably, the law does not explicitly prohibit gender-based discrimination in employment or provide equal minimum wage for Jordanian and non-Jordanian workers. These discrepancies, and others will be

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addressed by incorporating specific additional requirements within the Environmental and Social Commitment Plan (ESCP) to ensure compliance with ESS2.

Use of Common Approach

No

[Explanation including list of possible financing partners – Max. character limit 4,000]

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 Appraisal Stage PID and PAD – Max. character limit 10,000]

The implementation of the IPF activities is expected to have positive environmental and social effects and will contribute to ensuring adequate environmental and social management of the program, including through enhanced stakeholder engagement and incorporation of environmental and social considerations in relevant instruments and documents. Potential negative effect might be associated with the planning of any technical studies, plans or strategies if not adequately informed by good international environmental and social practices. Thus, ToRs for the different assessments, studies, and capacity building activities will include the relevant E&S requirements of the different ESSs.

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 implementation?

[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 10,000]

By Appraisal:

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

Documents to be considered after project approval:

- All requirements included in the ESCP under the different ESSs.
- Resources efficiency and pollution prevention and management guidelines. The MoE will integrate these guidelines in the tenders' documents for the construction of schools, training centers and vocational training workshops, as well as guidelines for the operation of these facilities.

III. CONTACT POINT

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