



Program Information Document (PID)

Concept Stage | Date Prepared/Updated: 09-Apr-2024 | Report No: PID058



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)	20-May-2024	26-Sep-2024	Education
Borrower(s)	Implementing Agency		
Ministry of Planning and International Cooperation	Ministry of Education		

Proposed Program Development Objective(s)

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

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	1,477.55
Total Operation Cost	415.00
Total Program Cost	398.96
IPF Component	15.00
Other Costs (Front-end fee,IBRD)	1.04
Total Financing	400.00
Financing Gap	15.00



FINANCING

Total World Bank Group Financing	400.00
World Bank Lending	400.00

Concept Review Decision

The review did authorize the preparation to continue

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 (or multi-sectoral) and Institutional Context of the Program

- 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.¹ These include: the expansion of Kindergarten (KG), with 50,000 new students enrolled and the refurbishment/construction of over 300 new classrooms;² 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.³

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)⁴; (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.

Relationship to CAS/CPF

¹ Supported under the active Jordan Education Reform Support Program (P162407).

² Corresponds to KG2 enrollment.

³ Tawjih is the most influential and decisive exam in the education system with the dual purpose of high school graduation and admission to higher education.

⁴ World Bank Learning Poverty Estimations 2020.



8. **The proposed Operation aligns with the World Bank's upcoming Country Partnership Framework (CPF) for Jordan FY24-FY29.** The upcoming CPF proposes to support the effective implementation of the EMV and the Public Sector Modernization Roadmap to improve human capital outcomes in education.
9. **The proposed Operation aligns with Jordan's 2021 Nationally Determined Contribution (NDC) to reduce greenhouse gas emissions by 31% by 2030, with 26% of this commitment dependent on international support.** The Operation is also aligned with the National Adaptation Plan 2021 (NAP), which includes a sectoral strategic objective of integrating climate change adaptation into development plans and aims to create new and sustainable jobs on the green economy (energy, water, waste, agriculture, etc.), particularly for youth. The Operation directly contributes to the NDC and NAP by ensuring that new entrants in the labor market are equipped with the skills required by the growing green industry and services sectors and by contributing to changing awareness and behaviors related to climate action.

Rationale for Bank Engagement and Choice of Financing Instrument

10. **The proposed instrument is a Program for Results (PforR) with a possible Investment Project Financing (IPF) component.** This choice reflects the primary goal of achieving outcome-level objectives that are closely tied to specific output and result-oriented goals. It builds on the experience of the Bank with the instrument in Jordan⁵ and in the education sector specifically, which has allowed the dialogue to focus on the achievement of results, while providing budget support to implement key programs, while using and strengthening national systems.

C. Program Development Objective(s) (PDO) and PDO Level Results Indicators

Program Development Objective(s)

The initial proposed project development objective is to improve school readiness, increase access to and labor market relevance of TVET and strengthen the governance of the education system.

PDO Level Results Indicators

11. The Program is expected to measure the achievement of the PDO through the following possible indicators. All indicators will be disaggregated by gender, vulnerability and immigration status, when possible:
 - **School readiness:** Pre-primary enrolment rate.
 - **Access to and relevance of TVET:** Number of graduates in degree programs in target economic sectors employed.

D. Program Description

PforR Program Boundary

⁵ Economic Opportunities for Jordanians and Syrian Refugees PforR (P159522) and Jordan Inclusive, Transparent and Climate Responsive Investments (P175662).



- 12. **The PforR will potentially support key interventions and reforms in the following areas**, 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.
- 13. **RA 1: Improving the home to school transition by** (a) increasing access and to ECCD; (b) an improved quality assurance system for childcare; and (c) piloting and implementing catch-up programs for foundational skills.
- 14. **RA 2: Supporting the school to work transition by** (a) increasing access to quality TVET; (b) improving the job-market relevance of TVET programs; (c) supporting grades 4-12 learners through strengthened counselling and career orientation services; (d) facilitating the transition to employment. The Operation will consider and respond to gender-specific and refugee-specific barriers for the school to work transition of students.
- 15. **RA 3: Strengthening governance in the education system by** (a) the implementation of the Public Sector Modernization Roadmap and the establishment of the new proposed Ministry of Education and Human Resources; and (b) digitalization and development of a learning management system (LMS).

E. Initial Environmental and Social Screening

- 16. **For the PforR, an Environmental and Social System Assessment (ESSA) will be prepared in accordance with the PforR Policy⁶ 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.
- 17. **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.
- 18. **Social:** The social risk is rated Moderate at the Concept Stage. The proposed Project will provide support for skills development, capacity building, and digitalization and governance reform 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?	
	Last approved	Current

⁶ Paragraph 9 of Section III



Projects on International Waterways OP 7.50	No
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Projects in Disputed Area OP 7.60	No
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Summary of Screening of Environmental and Social Risks and Impacts of the IPF Component

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