### BASIC INFORMATION

#### A. Basic Program Data

<table>
<thead>
<tr>
<th>Country</th>
<th>Project ID</th>
<th>Program Name</th>
<th>Parent Project ID (if any)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jordan</td>
<td>P173091</td>
<td>Additional Financing - Jordan Education Reform Support Program-for-Results</td>
<td>P162407</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Region</th>
<th>Estimated Appraisal Date</th>
<th>Estimated Board Date</th>
<th>Practice Area (Lead)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIDDLE EAST AND NORTH AFRICA</td>
<td>08-Jun-2020</td>
<td>30-Jun-2020</td>
<td>Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financing Instrument</th>
<th>Borrower(s)</th>
<th>Implementing Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program-for-Results Financing</td>
<td>Ministry of Planning and International Cooperation</td>
<td>Ministry of Education, Ministry of Public Works and Housing</td>
</tr>
</tbody>
</table>

Program Development Objective(s)

The Program is to expand access to early childhood education, and to improve student assessment and teaching and learning conditions for Jordanian children and Syrian refugee children.

### COST & FINANCING

#### SUMMARY (USD Millions)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Government program Cost</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Operation Cost</td>
<td>222.00</td>
</tr>
<tr>
<td>Total Program Cost</td>
<td>222.00</td>
</tr>
<tr>
<td>Total Financing</td>
<td>222.00</td>
</tr>
<tr>
<td>Financing Gap</td>
<td>0.00</td>
</tr>
</tbody>
</table>

#### FINANCING (USD Millions)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total World Bank Group Financing</td>
<td>81.40</td>
</tr>
<tr>
<td>World Bank Lending</td>
<td>81.40</td>
</tr>
<tr>
<td>Total Government Contribution</td>
<td>122.00</td>
</tr>
</tbody>
</table>
B. Introduction and Context

Country Context

1. Jordan’s economic growth had already decelerated significantly prior to the health and economic crisis triggered by the coronavirus disease 2019 (COVID-19) pandemic. As a small open economy reliant on trade, the loss of key Syrian and Iraqi export markets severely hit growth and employment in Jordan. From an average of 6.5 percent during 2000-09, real Gross Domestic Product (GDP) growth declined to 2.6 percent in 2010-15 and stagnated at 2.0 percent during 2016-18. In addition, the fiscal deficit surged to high levels in tandem with the post-2011 economic slowdown and inefficient policy choices. The large structural deficits and growing debt ratios are putting fiscal sustainability at risk and call for a well-designed fiscal consolidation program and a strengthening of the fiscal framework. Furthermore, Jordan’s near-term growth prospects have substantially weakened due to the COVID-19 pandemic. The lockdown measures, the disruption in regional and global markets, and the deterioration of the global economic outlook will have a significant impact on the Jordanian economy in the near term. Preliminary simulations show GDP could contract by 3.5 percent in 2020, mostly driven by declines in private consumption and exports. Over the medium-term, the public debt-to-GDP ratio is projected to remain elevated but stable, though susceptible to a variety of shocks.

2. The conflict in Syria has led to a massive influx of refugees into Jordan, who have been largely absorbed into host communities and benefited from services, including education. The United Nations High Commissioner for Refugees (UNHCR) estimates the total number of Syrian refugees in Jordan at over 720,000, while the Jordanian Government cites 1.3 million as the total number of Syrians in the country. Jordan has allowed Syrian refugee children to access tuition-free public schools in host communities since the start of the conflict, and additionally opened accredited public schools in Zaatari refugee camp in 2012 and Azraq refugee camp in 2014. In 2013, the Ministry of Education (MOE) additionally employed a double shift system for primary (but not secondary) schools. Today, roughly half of Syrian students in school attend during the second shift, another quarter are in schools in refugee camps, and another quarter are in the first shift with Jordanian students. Regardless of the type of school or shift attended, Jordan prides itself in extending all education policies equally to all nationalities residing in the Kingdom.

---

3 UNHCR. February 2020. Mid-Year Trends 2019, available at https://www.unhcr.org/search?comid=56b086754&cid=49aea93aba&scid=49aea93a5c&tags=midyear. The total number of refugees and asylum seekers in Jordan is estimated at 756,110, of whom 34,500 are Iraqi refugees.
Sectoral and Institutional Context

3. **Tangible progress has been made in expanding access to education in Jordan over the past four decades, but challenges remain both in the areas of access and quality of education.** The number of expected years of schooling rose from 3.4 years in 1970 to 11.6 years in 2017 according to the World Bank’s Human Capital Index (HCI). This is reflected in the near universal enrolment in basic education (grades 1-10); however, pre-primary net enrolment rates (NERs) remain low at 36.5 percent, and upper secondary (grades 11-12) NER is only at 71.2 percent. While there is no gender gap in the basic education NER, enrolment in pre-primary education is slightly higher for boys than girls (37.1 percent vs. 36.0 percent). At the upper secondary level, the gender gap is quite substantial in favor of females (NER 77.9 percent for females vs. 64.8 for males). The HCI adjusts the actual years of schooling by accounting for the quality of what children learn: in Jordan, the adjusted years of schooling equals 7.6 years, a 4-year gap relative to the time physically spent in school (as well as a gender gap, with females at 8.1 years and males at 7.2 years). Another standardized learning metric reinforces the HCI finding: the World Bank’s learning poverty measure reports that 52 percent of children in Jordan are unable to read and understand a short age-appropriate text by age 10 (or late primary). Here again, learning poverty is higher for boys (55.3 percent) than for girls (48.2 percent).

4. **Access challenges are particularly severe for Syrian refugee children in Jordan.** Despite the ability to enroll free of charge in Jordanian public schools, out of the roughly 236,000 Syrian refugees between 5 and 17 years old in Jordan, only roughly 152,000 (64 percent) are in formal or non-formal education. Enrolment rates are especially low in early childhood education, but they do not reach beyond 70 percent for ages 7-10 years, when they begin to drop off again (and at a slightly faster rate for boys than girls — see Figure 1). The primary reasons for low enrolment (and high dropout) rates for refugee children can be categorized into constraints on the demand side (financial constraints, distance to school) as well as supply side (discrimination, humiliation, verbal and physical abuse encountered by students at the school) that threaten to result in “a lost generation”. Additional evidence points to the relatively high opportunity cost of education for Syrian refugees 10-16 years old: based on lessons from the UNICEF-run

---

5 The HCI includes five education and health indicators: the probability of survival to age five, a child’s expected years of schooling, harmonized test scores as a measure of quality of learning, adult survival rate, and the proportion of children who are not stunted.
6 Includes 2 years, Kindergarten 1 and Kindergarten 2.

May 05, 2020
*Hajati* cash transfer program, discontinuation of the cash transfers led to lower school attendance and higher rates of child labor, particularly for boys.\(^{12}\)

Figure 1: Enrolment rates of Syrian refugees in Jordan, by age and gender

![Enrolment rates of Syrian refugees in Jordan, by age and gender](image)

Source: UNICEF based on 2016/2017 school year data. Data only refers to those registered with UNHCR.

5. **The MOE’s Education Strategic Plan 2018-2022 (ESP)** defines the Government’s education program, identifying strengths, weaknesses, and opportunities for education improvement for all inhabitants of Jordan. The ESP lays out the reform program along six key domains: a) early childhood education (ECE); b) access and equity; c) quality; d) human resources; e) system strengthening; and f) vocational education. In order to support the ESP, the parent Jordan Education Reform Support (JERS) Program-for-Results (PforR) was approved by the World Bank Board of Executive Directors and became effective in December 2017, providing the Government of Jordan financing in the amount of US$200 million, of which US$147.7 is an IBRD loan and US$52.3 million support from the Global Concessional Financing Facility (GCFF). The US$200 million envelope consists of a PforR portion of US$192 million and a Technical Assistance (TA) Investment Project Financing (IPF) portion of US$8 million. The operation’s Program Development Objective (PDO) is to expand access to early childhood education, and to improve student assessment and teaching and learning conditions for Jordanian children and Syrian refugee children. Thus, the original PforR has four key Result Areas (RAs) that support several domains of the ESP:

- **Result Area 1:** Expanded access and improved quality of early childhood education
- **Result Area 2:** Improved teaching and learning conditions
- **Result Area 3:** Reformed student assessment and certification system
- **Result Area 4:** Strengthened education system management.

6. **Implementation progress of the original PforR is moderately satisfactory while some achieved results await independent verification.** In particular, enrolment of Syrian refugees in KG2, basic, and secondary education has increased based on data from the MOE Education Management Information System (EMIS), but these data have not been verified yet, so that disbursement against the relevant

---

disbursement-linked indicator (DLI1) has not occurred yet. Under RA1 on ECE, the MOE has received support from the TA to conduct a demand-supply analysis to inform policy options for expanding access to Kindergarten 2 (KG2, the year before primary grade 1), as well as support in the development of a KG quality assurance system. Under RA2, national teacher professional standards have been developed and adopted – representing achievement of disbursement-linked result (DLR) 4.1. Work is also underway (with the support of the TA) to develop teacher evaluation tools and reform the teacher career path, linking it better to teacher competencies. Also under RA2, MOE is conducting a needs assessment for socio-emotional learning programs in schools, with the support of the TA. In terms of improving the physical learning environment under RA2, DLR6.2 has been achieved, i.e. approval of the legal framework for allowing transfer of school-level maintenance and upkeep budget to schools. Under RA3, the grade 3 diagnostic test on early grade reading and math was implemented (DLR7.2) and the MOE has begun revising the overall approach to student assessment across all grades, including both national and international assessments. Finally, under RA4, the original PforR confirmed the required budget additionality for the MOE to be able to sustain its reforms, both for 2019 and 2020. Overall, disbursements under the original PforR amount to US$122 million (61 percent of the total), of which US$44 million are DLI payments, US$77 million DLI advances, and US$1 million for the TA IPF.

7. **Already before the COVID-19 pandemic, the MOE sought to redouble its efforts in several RAs, prompting the need for the Additional Financing (AF).** Under RA1 on ECE, the Government’s ambitions increased significantly during the last year, particularly around the speed of expanding access, and the target became to achieve 100 percent enrolment of 5-year-olds in KG2 beginning with academic year 2020-21. Under the original PforR, the focus of RA2 was on strengthening the capacity of teachers and school leaders and improving the learning environment in schools with a high proportion of Syrian refugees. Under the AF, the Government seeks to roll out these interventions beyond this subset of public schools. And under RA3 on student assessment, MOE is committed to digitizing the high-stakes tawjihi school-leaving and university entrance exam, above and beyond the original PforR’s focus on revising the content and purpose of the exam.

8. **Expanding access to quality KG2 poses a formidable challenge, particularly for children from disadvantaged backgrounds, including Syrian refugees.** MOE estimates that the 2018 KG2 NER was 63.5 percent, yet this average masks variation between females and males and even more so between Jordanians and Syrian refugees. At 62.9 percent, the female NER is lower than the male rate of 64.1 percent; and at 69.5, the NER for Jordanians is significantly higher than 25.4 percent, the NER for Syrian children. Therefore, the Government’s recent commitment to universalize KG2 for all 5-year-olds in Jordan by the 2020-21 academic year corresponds to increasing enrolment at a higher rate for females and Syrians and results in an estimated 107,000 additional children in school. This increase in enrolment represents a significant challenge, and even more so since the growing KG2 landscape is characterized by fragmentation in service delivery: the public sector accounts for nearly one-fifth of enrolments, while the bulk of services is provided by the private sector, including licensed as well as non-licensed providers. The

---

13 Pre-primary enrolment in Jordan is strongly associated with family income. It is estimated that most children from the bottom two income quintiles do not receive ECE (El-Kogali & Krafft 2015).

fragmentation, in turn, can impede quality assurance – and it is key to ensure that rapid expansion of KG2 services is done while preserving quality. While the MOE monitors quality in public KG2 classrooms, private provision remains largely unmonitored. To ensure investments in service expansion are transformational towards learning outcomes, equal attention must be paid towards establishing a universal standard of quality for KG2 instruction. Evidence from rigorous evaluations suggests that high-quality ECE boosts children’s school readiness by improving early literacy and numeracy skills and has been associated with better learning outcomes on standardized tests in middle and high school.15 ECE has also been shown to effectively improve equity and mitigate the impact of children’s socioeconomic background on their developmental trajectory, thus increasing human capital among the most vulnerable.

9. **The MOE recognizes that the current learning environment in Jordan presents a significant impediment to learning.** The ESP has targeted learning conditions – both physical and behavioral - as a key area for intervention in addressing learning outcomes shortfalls. Data from the 2018 Program for International Student Assessment (PISA) show that 38 percent of students in Jordan reported being bullied at least a few times a month (compared to the OECD average of 23 percent) and 22 percent feel lonely at school (OECD average of 16 percent). Both rates are significantly higher for boys than for girls. PISA data allow construction of indices that measure students’ sense of belonging at school16 and the school disciplinary climate17: in Jordan, the average performance of students in schools from the top 40 percent of these indices is 2 years of schooling ahead of those in the bottom 40 percent. This evidence suggests that students – especially boys in all-male schools – may not feel safe, welcome, or at ease when in school. Furthermore, for Syrian refugee students, the same negative learning environment that prevents them in many instances from attending school leads to less learning even if they do not drop out of school.

10. **The MOE has renewed its commitment to reforming student assessment, with a specific focus on digitizing the tawjihi exam as part of reforming it comprehensively.** The parent JERS PforR already incentivizes a reform of the content and purpose of the tawjihi exam, which remains the most influential and decisive high-stakes exam in Jordan’s education system. This reform will entail re-shaping behaviors of teachers, students, parents, principals, administrators, and other actors in the education system. Due to the complex political economy, progress on the tawjihi reform under the parent JERS PforR has been slow. An MOE assessment reform committee was established in March 2019 that would guide development of an overarching student assessment framework including tawjihi reform under the TA component. The MOE’s renewed commitment to reforming the tawjihi and introducing education

---


16 Students’ sense of belonging at school is measured by asking students whether they agree (“strongly disagree”, “disagree”, “agree”, “strongly agree”) with the following statements about their school: “I feel like an outsider (or left out of things) at school”; “I make friends easily at school”; “I feel like I belong at school”; “I feel awkward and out of place in my school”; “Other students seem to like me”; and “I feel lonely at school”.

17 PISA asked students how frequently (“never or hardly ever”, “some lessons”, “most lessons”, “every lesson”) the following things happen in their language-of-instruction lessons: “Students don’t listen to what the teacher says”; “There is noise and disorder”; “The teacher has to wait a long time for students to quiet down”; “Students cannot work well”; and “Students don’t start working for a long time after the lesson begins”. These statements were combined to create the index of disciplinary climate.
technology solutions for student assessment provides a window of opportunity to accelerate progress in this area under the AF.

11. **With the advent of the COVID-19 pandemic, the MOE responded swiftly by switching to distance education in the short term and planning for the medium term.** Online and television resources were set up to provide students with distance learning content. Leveraging readily available materials from the private sector, the Ministry is offering online lectures through its newly established *Darsak*\(^ {18}\) platform and two dedicated TV channels. These resources cover the curriculum’s core subjects of Arabic, English, math, and science for grades 1 through 12. In addition, the country’s TV sports channel has been repurposed to broadcast educational material tailored to students preparing for the *tawjihi*. The MOE also developed the *Education During Emergency Plan 2020/22* (EDEP), which lays out the short- to medium-term education response to the COVID-19 pandemic in three phases:

(a) **Response Phase (March-May 2020)** – corresponds to the swift response described above.
(b) **Recovery/Remedial Phase (June-August 2020)** – Since the distance education provided will likely leave learning gaps for those who were able to access it, and even larger gaps for students from vulnerable and disadvantaged backgrounds (including Syrian refugees) who could not access TV or the internet, MOE plans to provide a month-long catch-up program prior to the beginning of the new school year in September 2020. In addition, schools will be prepared during this phase for the return of students, including ensuring minimum required health and safety measures.
(c) **Sustainability Phase (September 2020-September 2022)** – Having made the swift leap to distance education, the MOE sees the benefits of maintaining the gains made in its ability to provide distance education by integrating distance education better into traditional classroom instruction. In other words, the education system in Jordan will not only recover but “build back better” during this phase, with MOE exploring opportunities to leverage high-quality distance learning content as a complementary resource for students during regular times and piloting blended learning modalities.

12. **The ESP remains the Government program and its annual planning exercise (conducted jointly between the MOE and education development partners) will integrate the EDEP phases described above.** The ESP already includes distance education reforms and targets under the domain on quality of education and physical environment priorities under the domain on access and equity, allowing for integration of the EDEP phases through revisions to the current ESP annual plans. The AF, in turn, responds to the EDEP priorities laid out in the Recovery/Remedial and Sustainability Phases by including measures that address the COVID-19 pandemic under each of the already identified areas of KG2 expansion, improvement of the learning environment, and reform of the *tawjihi* exam. In particular, the AF support to the COVID-19 pandemic response stresses the equity aspect of the response, as vulnerable Jordanian and Syrian students are likely to have fallen yet further behind in terms of learning outcomes as a result of the switch to distance education. For Syrian refugees, in particular, this could very well lead to yet further increases in school drop-out, so that concerted efforts must be made in this regard. By supporting

---

\(^ {18}\)“Darsak” in Arabic translates to “your lesson” and can be accessed through the MOE website at MOE.gov.jo.
the implementation of the Government’s ESP, including its modifications to address the COVID-19 pandemic, the AF is squarely aligned with Objective 2.2 of the Country Partnership Framework\(^{19}\) (CPF) which highlights the need for improved equity and quality of education service delivery. The CPF also stresses improvement in economic opportunities for Jordanians and Syrian refugees in order to reduce poverty, something that cannot be accomplished without the requisite skills gained from quality education.

13. **In supporting the ESP, this AF is aligning with the larger landscape of support by development partners to the Jordanian education sector.** In fact, in several instances the AF is not only complementing ongoing support by another development partner but also building on this support to extend its reach and efficacy. For example, under RA1 on expanding access to KG2, the AF is benefiting from the data on school infrastructure collected under the USAID’s Enhanced School Management and Planning (ESMP) program, as well as the lessons learned from USAID’s support to school construction and expansion in Jordan. Similarly, under RA1, UNICEF and the World Bank are coordinating efforts to support MOE in expanding access to KG2 while at the same time ensuring the quality of education provided and that the marginalized segments of the population, including the Syrian refugees, are included in the access expansion. Under RA2 in the area of improving teacher competencies, the TA support is coordinated with ongoing USAID assistance for pre-service teacher training as well as the Canadian government’s support to in-service training. In terms of gaining a better understanding of the learning environment in schools, AF interventions will build on ongoing school-level data collection under the School and Directorate Development Program (SDDP) funded by Canada and benefiting from UNESCO capacity-building. On Syrian access to education, the AF is coordinating with the Accelerating Access to Education Initiative (AAI) -- funded by Australia, Canada, DFID, the European Union, Germany, Norway, and USAID – to ensure that access indicators and targets are aligned.

**PforR Program Scope**

14. **The original PforR was valued at US$700.0 million, representing 10 percent of the US$7 billion ESP (Government program), and including key activities that focus on access for ECE and quality for ECE, basic, and secondary education.** The proposed AF will operate within the original boundary of the Government program (see Figure 2). The PforR Program boundary will expand by US$222 million in terms of the expenditure framework (see Table 1), of which $100m is being provided through the AF (see Table 2). This expansion is reflected in (a) ambitious new targets, e.g. under RA1 due to universalization of KG2; (b) additional interventions across the board to respond to the COVID-19 pandemic, including ensuring sustainability of distance learning innovations that were introduced as a response to school closures; and (c) additional expenditures since the operation has been extended by 2 years. In addition, this AF includes restructing of existing DLRs in order to provide a roadmap towards outcome achievement. Modified interventions include a more sequenced structuring of activities towards improving the learning environment and reforming the *tawjihi* exam, benefiting from the lessons learned in implementing the original PforR in terms of the need for a clear roadmap towards achievement of desired targets.

Figure 2: Changes to Program Boundaries

Government program - US$7 billion (ESP + MOE budget) (Same as original PforR)

PforR Operation after AF - US$922 million (IPF US$8 million)
(Result Areas remain the same, expanded expenditure framework)

Original PforR Program - US$700 million
RA 1: Expanded access and improved quality of ECE
RA 2: Improved teaching and learning conditions
RA 3: Reformed student assessment and certification system

Table 1: Program Boundaries and Expenditure Framework

<table>
<thead>
<tr>
<th>Government program</th>
<th>Area</th>
<th>Original PforR (US$ million)</th>
<th>AF (US$ million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RA 1: ECE access &amp; quality</td>
<td>114</td>
<td>49.8</td>
<td></td>
</tr>
<tr>
<td>RA 2: Teaching &amp; learning conditions</td>
<td>113</td>
<td>113.4</td>
<td></td>
</tr>
<tr>
<td>RA 3: Student assessment</td>
<td>98</td>
<td>51.7</td>
<td></td>
</tr>
<tr>
<td>RA 4: System Strengthening</td>
<td>375</td>
<td>7.1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>US$7 billion</td>
<td>700</td>
<td>222</td>
</tr>
</tbody>
</table>

Table 2: Program Boundaries and Financing

<table>
<thead>
<tr>
<th>Financing Source</th>
<th>Original PforR (US$ million)</th>
<th>AF (US$ million)</th>
<th>Total (US$ million)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BORROWER/RECIPIENT</td>
<td>500</td>
<td>122</td>
<td>622</td>
</tr>
<tr>
<td>IBRD/GCFF</td>
<td>200</td>
<td>100</td>
<td>300</td>
</tr>
<tr>
<td>OTHER</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>700</td>
<td>222</td>
<td>922</td>
</tr>
</tbody>
</table>
C. Program Development Objective(s)

Program Development Objective(s)

15. The Program is to expand access to early childhood education, and to improve student assessment and teaching and learning conditions for Jordanian children and Syrian refugee children.

Project Development Objective Indicators by Objectives/Outcomes

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Baseline</th>
<th>Target</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Syrian refugees benefiting from PforR program interventions</td>
<td>0</td>
<td>140,000</td>
<td>The JERS PforR and AF benefits from IBRD and GCFF funding, emphasizing the importance of ensuring Syrian refugee children enroll and stay in education. The project directly targets refugee enrollment in pre-primary and basic education, with several also benefits across other intervention areas.</td>
</tr>
<tr>
<td>Number of additional children enrolled in public and licensed private KG2 classrooms</td>
<td>0</td>
<td>40,000</td>
<td>This PDO indicator is an outcome of sequential interventions to increase public and licensed private access to KG2 services in Jordan. It encompasses all students, including Syrian refugees.</td>
</tr>
<tr>
<td>Number of teachers successfully evaluated against the National Teacher Professional Standards (NTPS)</td>
<td>0</td>
<td>6,400</td>
<td>Under the original PforR, the MOE developed and adopted new national teacher professional standards (NTPS). This indicator provides a metric on the use of the NTPS as an objective standard against which MOE evaluates teachers to identify teachers’ professional development needs and determine teachers’ career path.</td>
</tr>
<tr>
<td>Legal regulation adopted towards reforming the dual purpose of the tawjihi high-stakes exam</td>
<td>No</td>
<td>Yes</td>
<td>This metric is designed to evaluate whether a significant and transformational step in reforming assessments was taken during the lifecycle of the project. Reforming tawjihi will require significant process steps in developing a digitized, competence-based exam.</td>
</tr>
</tbody>
</table>

D. Environmental and Social Effects
16. **The social risks of the program are considered substantial.** The social risks under the proposed additional financing will remain “Substantial” primarily owing to land-related risks of the parent and additional financing. While the program excludes construction of new schools, Result Area 1 supports expanded enrollment of Syrian refugee children at all levels, and for all children in refurbished and extended KG2 classrooms, primarily on existing school lands. Land acquisition is minimized by constructing on existing MOE lands wherever possible, and the MOE also uses other strategies to increasing enrollment (e.g. increase class size), but school expansions in some cases entail swapping of land between ministries, or acquiring adjacent parcels from private landowners. There are also risks related to informal land users which are not recognized under Jordanian Land Law, even when constructing on MOE lands. A land acquisition audit will be conducted and a Standard Operating Procedures (SOP) will be prepared covering screening and implementation procedures for land acquisition and compensation in order to adhere to the PforR Core Principles.

17. **The program also entails risks and positive impacts related to community health and safety.** The AF supports the MOE’s emergency response plan to COVID-19, with new hygiene facilities in schools, and virtual learning methods to support shelter-in-place and social distancing efforts. Health and safety for children and public from hazards during construction of extensions and refurbishments, and proximity to work crews, are also considered risks of the parent and AF. Health and Safety requirements will be incorporated into standard procurement documents for civil works under the program and the capacity of the MOE on Health and Safety will be augmented.

18. **The broader social risks associated with the Program as identified in the Environmental and Social Systems Assessment for the parent program, remain relevant for the AF.** These risks are contextual in nature such as violence in schools (various forms), gender biases in school curriculum or teaching, inadequate support to children with disabilities and special needs, vulnerability and psychological distress among poor Jordanians and Syrian refugees leading to negative coping strategies such as child labor, early marriage, and begging which may contribute to children dropping out. The government’s program for universal KG2 under the additional financing may decrease risks related to inclusion and access and may exacerbate others if classrooms are overcrowded or licensing processes for new KGs are weak. The program incorporates several preventative interventions, such as social-emotional learning, and quality assurance measures that have been assessed.

19. **Environmental risks are considered Moderate.** The environmental risks under the proposed additional financing remain ‘Moderate’ as rated in the original program since it supports similar physical activities (i.e. classroom expansion through refurbishment of available spaces in existing schools or construction of new classrooms/ child-friendly restrooms/ playgrounds extension on schools’ available land). These activities are expected to result in low to moderate impacts on air, water, and soil quality as well as on workers’ and adjacent communities’ health and safety (including students and teachers) during construction. During school operation, impacts could be associated with water supply and sanitation, solid waste management and maintenance needs. The upgrading of the WASH facilities and the basic rehabilitation of school building (installation of heating/ cooling systems, electric maintenance, paint) may also result in a similar type of impacts but it would be limited, temporary and easy to mitigate. The impacts of the potential resultant e-waste associated with the end of use disposal of IT equipment utilized by the project (e.g. digitization of competency-based Towjihi exam and distance e-learning) would be low as the amount of generated e-waste would be insignificant compared with that generated in Jordan.
Digitization will result in paperless exam and learning and reduces carbon footprint associated with paper production (cutting trees, use of chemicals, energy, etc.) the generation waste.

20. **Borrower Performance and Track record:** The Environmental and Social Performance of the program is rated Moderately Satisfactory primarily owing to delayed completion of Program Action Plan requirements to prepare and implement E&S Standard Operating Procedures, as well as the gender-related actions. The Program Action Plan requirements have now been realigned to reduce overlap with other donors’ programs. It is noted that USAID’s Enhanced School Management Program is running concurrently and is expected to significantly assist in improving the school planning and overall construction management functions, including environmental, health and safety and overall quality. Other international donors are active in school construction and together with NGO’s are supporting MOE in areas of gender and school climate and many other areas.

21. **The risks, conclusions and recommended mitigation measures are elaborated in an Addendum to the Parent Program ESSA that has been prepared [and disclosed – TBC] (see Executive Summary in Annex 4). The Addendum covers the following aspects:** 1) an assessment of the ongoing relevance of the parent ESSA, including any changes to the activities, risks or benefits under the parent program; 2) any new risks or benefits associated with new activities under the Additional Financing (AF); 3) changes to borrower environmental and social systems; and 4) evaluation of the borrower’s environmental and social performance and track record to date in delivering the program.

### E. Financing

**Program Financing (Template)**

<table>
<thead>
<tr>
<th>Sources</th>
<th>Amount (USD Million)</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Bank for Reconstruction and Development (IBRD)</td>
<td>75.00</td>
<td>75.00</td>
</tr>
<tr>
<td>Trust Funds</td>
<td>25.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Concessional Financing Facility</td>
<td>25.00</td>
<td>25.00</td>
</tr>
<tr>
<td><strong>Total Program Financing</strong></td>
<td><strong>100.00</strong></td>
<td></td>
</tr>
</tbody>
</table>

---

**CONTACT POINT**
World Bank

Name: Dina N. Abu-Ghaida
Designation: Lead Economist
Telephone No: 473-2649
Email: dabughaida@worldbank.org

Name: Mohammed Thabet M Audah
Designation: Economist
Telephone No: 5220+38059 /
Email: maudah@worldbank.org

Borrower/Client/Recipient

Borrower: Ministry of Planning and International Cooperation
Contact: Dr. Wissam Rabadi
Title: Minister of Planning and International Cooperation
Telephone No: 96264644466
Email: Wissam.rabadi@mop.gov.jo

Implementing Agencies

Implementing Agency: Ministry of Education
Contact: Dr. Taissir Elnaimi
Title: Minister of Education and Higher Education
Telephone No: 96265607181
Email: MSGoffice@moe.gov.jo

Implementing Agency: Ministry of Public Works and Housing
Contact: Falah Omoush
Title: Minister
Telephone No: 96265803838
Email: falah.omoush@mpwh.gov.jo

FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: http://www.worldbank.org/projects