



**THE MINISTRY OF EDUCATION (MOE)**

**Jordan Modernizing Education, Skills, and Administrative  
Reforms (MASAR)**

**Program for Results (PforR)**

**(P503369)**

**Environmental and Social Specialist**

**Terms of Reference (ToR)**

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**Environmental and Social Specialist**  
**Jordan Modernizing Education, Skills, and Administrative Reforms (MASAR)**  
**Operation**  
**Project Duration: January 2025 – December 2029**

**1. Project Background:**

Modernizing Education, Skills, and Administrative Reforms (MASAR) Program for Results (PforR) focuses on systemic improvements in Jordan's education sector aligned with the Economic Modernization Vision (EMV). Key areas include early childhood education, foundational skills, and labor market alignment through TVET. support key elements and incentivize results to increase efficiency in the implementation of selected interventions of the government program. Specifically, it would focus on barriers at two key transition points —the home to school transition and the school to work transition— while strengthening the cross-cutting levers of governance and management of the sector to improve internal and external efficiencies . The MASAR Operation aims to improve access to foundational learning and labor market-relevant technical and vocational education and training (TVET) while enhancing the efficiency of education sector management.

The program was effective in XXXX 2024 with a total loan budget of USD 400 million financed by the IBRD and has two main Components:

- – P4R:A Program for Results (for) the main program to support the MoE
- An Investment Project Financing (IPF:) Intended to cover Technical Assistance (TA) activities that would support the implementation of the PforRand achievement of the Disbursement Linked Indicators (DLIs)

The program will target three results areas (RAs) as follows;

RA 1: *Home to school: Improving access to foundational learning*: through three strategic approaches: (a) increasing access to KG2, including in camps and districts with high concentration of refugees (more than 10 percent); (b) strengthening the quality of early childhood education by approving a comprehensive curricula for KG1 and KG2 and support materials for KG2 teachers, and supporting the scale-up of the KG QAS; and (c) improving foundational literacy skills for grade 1-3 students, through the development of an implementation plan to improve foundational literacy and the implementation of targeted interventions to build foundational skills in the early grades.

RA 2: *School to work: Increasing access to labor-market relevant TVET*: by (a) improving the labor market-relevance of TVET programs, responding to the job market and demand in priority sectors through

institutionalizing linkages with private sector and expanding apprenticeships; (b) facilitating the transition to employment and expand pathways, through implementing an equivalence system to add flexibility and portability to TVET qualifications and certificates; and (c) supporting learners through strengthened student trajectories' data for counselling and career guidance services.

RA 3: *Enhancing the efficiency of the education sector management*: by (a) supporting the implementation of the new governance structure of the education sector; and (b) improving human resources management of the system in terms of teacher attraction and selection policies.

MASAR has the potential to stimulate positive environmental effects through incorporating environmental education and awareness into the education system, especially regarding EHS/OHS, community health and safety, resources efficiency, pollution prevention and labor management in TVET. This can help raise environmental awareness and develop students' skills connected to environmental priorities and will positively enhance vocational training attractiveness to students by offering relevant qualifications and credentials in the labor market on mentioned topics and contribute to achieving DLR 4.2.

The operation will expand educational access, which promotes inclusivity and progress, and enhance early education and foundational skills, which sets children up for success (RA1). Flexible TVET and smoother pathways to higher education align with job markets (RA2). In addition, updating accreditations and teacher training improves graduate employability, and coherent policies and effective guidance foster equity and informed choices (RA3).

### **Environmental and Social Requirements:**

During Program preparation, and in accordance with World Bank OP 9.0 for Program for Results (PforR) financing, the World Bank conducted its own assessment of the Ministry of Education's environmental and social systems through the Environmental and Social Systems Assessment (ESSA). The purpose of the ESSA is to (i) assess the environmental and social risks and benefits associated with proposed activities required to achieve the Program Development Objective (PDO) and the Disbursement Linked Indicators (DLIs) (ii) assess the extent to which the borrower's environmental and social management systems are consistent with the Bank's Core Environmental and Social principles spelled out in Bank PforR policy and associated guidance materials (iii) evaluate the borrower's performance and track record in implementing its environmental and social management systems; and (iv) provide a set of recommendations and actions which the borrower has agreed to undertake to improve the implementation of applicable systems. These E&S actions were added to the Project Action Plan (PAP).

In addition, the Program, through the IPF Component also complies with the World Bank's Environmental and Social Framework (ESF) which required the preparation of an Environmental and Social Commitment Plan (ESCP) summarizing the E&S requirements during implementation. In addition, a Stakeholder Engagement Plan (SEP) was also prepared and outlines the stakeholder engagement methods, information disclosure, and project's Grievance Mechanism (GM)

## **2. Objectives of the Position**

The MOE is seeking to hire an Environmental and Social Specialist to support the Development Coordination Unit (DCU) in overseeing the environmental and social aspects of project implementation.

The Specialist will ensure that project activities are implemented in line with the E&S requirements of the Program for Results (PforR) as well as the ESF.

The primary tasks of the Environmental and Social Specialist is to coordinate and **oversee the implementation, monitoring, and reporting of environmental and social safeguards to ensure compliance with the World Bank PforR E&S Core Principles and the ESF and Jordanian regulations**. The role aims to support sustainable development outcomes through effective mitigation strategies, monitoring, and stakeholder engagement.

### **3. Responsibilities**

The Environmental and Social Specialist will report to the Development Coordination Unit (DCU) Director and collaborate with relevant stakeholders, including internal departments and sections at MoE, other government entities, contractors, and the World Bank. Key responsibilities include:

#### **Implementation and Monitoring:**

- Support the implementation, monitoring, and reporting on the achievement of the E&S PAP actions as per the Program's ESSA under the PforR
- Support the implementation, monitoring, and reporting on the implementation of the E&S requirements as stipulated in the E&S instruments under the IPF Component of the Program including the ESCP and SEP
- Liaise, as necessary with other departments and sections at the MOE to coordinate the implementation of the different E&S requirements under the PforR and the IPF Component.
- Liaise and coordinate with other implementing agencies under the Program (VTC and TVSDC) to ensure implementation of E&S requirements and compliance with the Program's E&S policies
- Conduct regular site visits to monitor compliance with environmental and social safeguards during project activities.
- Ensure the implementation of mitigation measures to address identified risks and impacts.

#### **Stakeholder Engagement:**

- Identify and engage stakeholders throughout the project cycle.
- Support the implementation and updating of the SEP.
- Facilitate stakeholder engagement events, consultations, and surveys.
- Monitor and report on the effectiveness of the Grievance Mechanism (GM) on regular basis.

- Support the implementation and operationalization of the GM Standard Operating Procedures (SOPs) that were prepared under the current Education Sector Reform Project (P173091)

#### **Reporting:**

- Prepare quarterly and annual E&S compliance reports, including updates on ESSA PAP Actions implementation and the requirements of the IPF Component as stipulated in the ESCP and SEP. and others.
- Report on areas of non-compliance and propose corrective actions.
- Submit reports to the MOE and World Bank and relevant government agencies as required.

#### **Capacity Building:**

- Provide training and capacity-building as per the requirements and stipulations of the program's ESSA and the ESCP and SEP.
- Identify and suggest additional E&S related capacity building topics as needed.
- Conduct awareness initiatives and develop guidance materials for other relevant departments to facilitate effective implementation of E&S requirements under the Program .

#### **4. Qualifications and Competencies:**

##### **Educational Background:**

- Bachelor's degree in Environmental Science, Social Science, Environmental Engineering, or a related field. A Master's degree is preferred.

##### **Experience:**

- At least 5 years of relevant experience in environmental and social management, preferably in development projects.
- Familiarity with World Bank ESF or other international standards (e.g., IFC, EIB, EBRD).
- Proven experience in stakeholder engagement, grievance mechanisms, and OHS.
- **Skills and Competencies:** Strong writing and editing skills in Arabic and English.
- Proficiency in Microsoft Office (Word, PowerPoint, Excel) and relevant software tools.
- Excellent presentation, facilitation and communication, and training skills.
- Detail-oriented with strong analytical and problem-solving abilities.
- Highly motivated with excellent interpersonal and teamwork skills.
- Ability to work flexibly under pressure and adapt to changing needs

## **5. Duration and Location:**

The assignment is considered as a Part-time consultation (3 days per week) starting from January 2025 to December 2029. The Specialist will be based in Amman, Jordan, with frequent field visits to project sites.

## **6. Reporting:**

The Specialist will report to the Development Coordination Unit (DCU) Executive Director and work closely with DCU MASAR team, task team at the MoE and other entities, and World Bank team.

## **7. Deliverables:**

- Quarterly and annual E&S compliance reports including reporting on the Program for Results (PforR) and the IPF Component, including challenges, corrective measures, and lessons learned
- Report on progress in implementation of the ESSA PAP Actions.
- Report on progress in implementation of the ESCP and SEP requirements
- Documentation of stakeholder engagement activities/consultations and reporting on grievance mechanism data and outcomes.
- Updated Program's E&S instruments as needed including the ESCP and SEP
- Develop any E&S measures/instruments as per emerging needs
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- Develop awareness and capacity-building materials and training records.