



Hashemite Kingdom of Jordan

**Ministry of Education**

**(MOE)**

**Modernizing Education, Skills, and Administrative Reforms “MASAR”  
(P503369)**

**First Additional Financing (P503369)**

**Draft**

**STAKEHOLDER ENGAGEMENT PLAN (SEP)**

**November 2024**

# Stakeholder Engagement Plan (SEP)

## Simplified Template for Moderate Risk Projects

November 2024

### 1. Introduction/Project Description

The Jordan: Modernizing Education, Skills, and Administrative Reforms (MASAR) Operation (P503369) 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.

MASAR comprises the following components:

- I. Program for Results across three Results Areas (RA):
  - a. **RA 1. Home to school: Improving access to foundational learning.** Carry out a program of activities to improve access to early learning and foundational skills, through (a) increasing access to KG2 including in districts with a high concentration of refugees; (b) strengthening the quality of early childhood education by approving and rolling out a comprehensive curricula for KG1 and KG2 and of support materials for KG2 teachers, and supporting the scale-up of the KG QAS; and (c) improving foundational literacy skills for grade 1 to 3 students, through (i) the development of an implementation plan, and (ii) the implementation of targeted interventions to build foundational skills in the early grades.
  - b. **RA2. School to work: Increasing access to labor market-relevant TVET.** Carry out a program of activities to improve access to labor market-relevant TVET, through (a) improving the labor-market relevance of TVET programs, responding to the job market and demand in priority sectors through institutionalizing linkages with the private sector and expanding apprenticeships; (b) facilitating the transition of TVET students to employment and further education opportunities, through implementing a competency-based equivalence system; and (c) the development of a graduate tracking system to support learners with counselling and career guidance services.
  - c. **RA3: Enhancing the efficiency of the education system management.** Carry out a program of activities to strengthen governance and management of the education system, through (a) implementing the new governance structure of the education sector; and (b) increasing the efficiency of human resources management of the education system in terms of teacher attraction, selection, and recruitment policies.

- II. Investment Project Financing (IPF) component to provide technical assistance (TA), goods and services, capacity building and Training to the Program institutions, including Ministry of Education (MOE), Vocational Training Corporation (VTC) and Technical and Vocational Skills Development Council (TVSDC), for improving efficiency of the planned program and the sustainability of results achieved and inform evidence-based policymaking, through
- (a) (i) Supporting the design and monitoring of the KG PPP; (ii) support to improve and design and evaluate as needed, interventions targeting foundational learning under Part 1 of the Program; (iii) the delivery and expansion of the National School Feeding Program (NSFP); (iv) support to build MOE's capacity to target, implement, monitor, evaluate and report on the National School Feeding Program in a gender and age-responsive manner; (iv) capacity building activities targeting foundational learning for in-service teachers.
  - (b) (i) support to the design of the Skills Development Fund and its external evaluation; (ii) communication campaigns on the returns to TVET; (iii) develop Training programs and material for in-service Training of vocational education teachers, including transferrable skills training using in-person and online hybrid teaching modalities; (iii) supporting the development and enhancement of job descriptions and professional standards for career guidance counselors to include future-oriented personal development and career counseling; (iv) supporting the development of Training programs and providing in-service Training to field directorate career guidance coordinators and school counselors; (v) supporting the development of the graduate tracking system; and (vi) promoting the establishment of domestic and international partnerships to enhance career guidance services, including local universities, colleges and technical colleges under Part 2 of the Program.
  - (c) (i) technical support to the implementation of the institutional restructuring including capacity building activities; (ii) supporting the development of the change management plan; (iii) supporting design of teacher policies based on best practices and international experience; and (iv) supporting inclusive education practices including for refugees.

**The NSFP provides school meals to 520,000 children in public schools and in refugee camps in Jordan, enhancing access to education.** The NSFP provides food for vulnerable Jordanian and Syrian refugee children to support their access to education and education outcomes and is implemented through two modalities: (a) "Healthy Meals": implemented by the World Food Program (WFP) and the Royal Health Awareness Society (RHAS), provides meals to 90,000 Jordanian and refugee children in 470 public schools across six governorates. Meals (one vegetable, one fruit, and one pastry) are distributed four days a week and fortified date bars are provided one day. The program includes social and behavioral change communication interventions within schools, promoting nutrition education and healthy habits. Implemented through community-based kitchens, the model employs 240 vulnerable women, including refugee women, who receive fair wages, social security and job and life skills training. Local bakeries and smallholder farmers, supported with technical assistance, supply the meals and (b) Fortified Date Bars/Biscuit: serves 430,000 Jordanian and refugee children in public schools for KG-grade 6 students. Ministry of Education (MOE) and World Food Program (WFP) jointly supply fortified date bars on alternate days. Distribution within public schools is managed by MOE. In refugee camps, WFP distributes bars to KG-grade 12 students daily.

The project activities related to the delivery and expansion of the NSFP includes the delivery of the Healthy Meals<sup>1</sup> modality to 44,000 Jordanian and refugee students living in the two governorates with the highest concentration of refugee population in Jordan (Mafraq and Irbid); and (ii) Expansion of the Healthy Meals modality to Azraq and Za'atari refugee camps, targeting an additional 30,000 students.<sup>2</sup> The rest of the activities under the IPF component constitute TA, capacity building and training.

The Healthy Meals modality is a holistic model that procures fruits, vegetables, and pastries from local small holder farmers and bakers, thus promoting local economic development. Ingredients are cleaned and meals are packaged in community-based kitchens that hire local, vulnerable Jordanian and refugee women, providing formal employment and training opportunities in a context where female participation in the labor force is extremely low. Meals are distributed to children in schools every day, contributing to increased school attendance, nutritional diversity, energy levels and a decrease in the amount of food and money for food that children bring to school, according to an impact evaluation conducted jointly by MOE, the Bank, and WFP. The expansion of the Healthy Meals modality to refugee camps aims to have a direct impact focused solely on vulnerable refugee communities living in areas such as Zaatari and Azraq refugee camps.

The IPF component under MASAR was prepared under the World Bank's Environment and Social Framework (ESF). Per Environmental and Social Standard ESS10 on Stakeholder Engagement and Information Disclosure, the implementing agencies should provide stakeholders with timely, relevant, understandable, and accessible information, and consult with them in a culturally appropriate manner, which is free of manipulation, interference, coercion, discrimination, or intimidation.

### **Institutional and Implementation Arrangements**

The implementation arrangements of the Program (including the IPF Component) will follow the government's program and Jordan Education Reform Support Project's arrangements, which have been working well for the past six years. Arrangements will be adjusted according to the new governance system of the sector when needed. The Ministry of Planning and International Cooperation (MOPIC) will be responsible for the overall implementation of the Program, while MOE will be the implementing entity with the administrative and coordination support of their Development Coordination Unit (DCU). Under the leadership of the DCU, Directorates and centers will plan and implement activities related to their components. These include the Directorate of Early Childhood and Education Management Directorate (RA1); Directorate of Vocational Education, VTC and TVSCD (RA2); Managing Directorate of Human Resources (RA3), and other relevant MOE units as needed. The Program Operation's Manual (OM) will be adopted by the Borrower and thereafter updated, as required, with the support of the focal points for each DLI within MOE, VTC and TVSDC.

## **2. Objective/Description of SEP**

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<sup>1</sup> Meals (one vegetable, one fruit, and one pastry) are distributed four days a week and fortified date bars are provided one day.

<sup>2</sup> Expansion is planned for the school year 2025/26 starting in September, 2025.

The overall objective of this SEP is to define a program for stakeholder engagement, including public information disclosure and consultation throughout the entire project cycle. The SEP outlines the ways in which the project team will communicate with stakeholders and includes a mechanism by which people can raise concerns, provide feedback, or make complaints about project activities or any activities related to the project.

### 3. Stakeholder identification and analysis

#### 3.1 Methodology

In order to meet best practice approaches, the project will apply the following principles for stakeholder engagement:

- *Openness and life-cycle approach*: Public consultations for the project will be arranged during the whole life cycle.
- *Informed participation and feedback*: Information will be provided to and widely distributed among all relevant stakeholders in an appropriate format; opportunities are provided for communicating stakeholder feedback, and for analyzing and addressing comments and concerns.
- *Consultation and sensitivity*: Stakeholder identification is undertaken to support better communications and build effective relationships. All stakeholders at all times are encouraged to be involved in the consultation process. Equal access to information is provided to all stakeholders. Sensitivity to stakeholders’ needs is the key principle underlying the selection of engagement methods.

#### 3.2. Affected parties and other interested parties

Affected parties include local communities, community members, and other parties that may be subject to direct impacts from the Project. Specifically, the following individuals and groups fall within this category:

#### Affected parties

Possibly Affected Party	Potential Impact	Concerns/needs	Role in project	Internal/External
Students who benefit from the NSFP	Positive. This has been proven by the project’s impact evaluation that identified positive impacts of the NSFP on student’s health, nutrition and education outcomes.	- Continuity and quality of NSFP	Direct beneficiaries	External
Parents, caretakers and households of students benefiting from the NSFP	Positive. This has been proven by the project’s impact evaluation that showed that the program’s value transfer (in the form of food) reduced food expenditure in the household. Also, as the largest social safety net targeting children in Jordan, this program helps households free up resources to invest in other	- Continuity and quality of NSFP - Access to effective GM system	Indirect beneficiaries	External

	needs. Also, the provision of meals increases resilience to shocks.			
School teachers and principals in schools benefiting from the NSFP	Positive. The NSFP has positive impacts of student's attendance, which supports the work conducted by educators. Further, teachers are trained on the nutrition-sensitive curriculum which has critical messages that can be applied by all households. Teachers and principals consistently provide positive feedback on the NSFP.	<ul style="list-style-type: none"> <li>- Continuity and quality of NSFP</li> <li>- Access to effective GM system</li> </ul>	Indirect beneficiaries	External
Female Kitchen Workers	Positive. This has been proven by the program's impact evaluation that showed that the program led to increased access to employment, income, and savings for women. The women reported higher life satisfaction.	<ul style="list-style-type: none"> <li>- Continuity of NSFP</li> <li>- Eligibility and selection criteria</li> <li>- Working conditions, training and benefits</li> <li>- OHS risks</li> <li>- SEA/SH risks</li> <li>- Access to effective GM system</li> </ul>	Direct beneficiaries	External
Households of female kitchen workers	Positive. This has been proven by the project's impact evaluation that showed that households of female kitchen workers enjoyed higher income, savings and non-food expenditure thanks to the program. Further, male household members exhibited more open attitudes towards women working and earning more than them.	<ul style="list-style-type: none"> <li>- Continuity of NSFP,</li> <li>- Working conditions, training and benefits</li> </ul>	Indirect beneficiaries	External
Community – based Organizations (CBOs) operating the Community-based Kitchens	Positive. The CBO's not only have an increased demand for their work and operations as a result of their program, but are also able to benefit from the program-developed infrastructure (i.e. kitchens with top grade equipment) to conduct other income-generating activities during the school holidays. For example, some CBOs run catering businesses during the school holidays as	<ul style="list-style-type: none"> <li>- Program requirements</li> <li>- OHS risks</li> <li>-</li> </ul>	Indirect beneficiaries	External

	a way to provide income generation opportunities.. Further, CBO management receive training on basic organizations management including financial management, leadership, and managing people. These skills help them improve their overall projects, beyond the NSFP.			
Bakers supplying pastries to the NSFP	Positive. The program will procure between 44,000 to 74,000 pastries per day (it will increase to 74,000 after the expansion to refugee camps) which creates a large demand, resulting in increased income generating opportunities.	<ul style="list-style-type: none"> <li>- Continuity of NSFP, demand of products (requirements, frequency)</li> <li>- OHS risks</li> <li>-</li> </ul>	Indirect beneficiaries	External
Small holder farmers and fruits and vegetable suppliers	Positive. The program procures large quantities of fruits and vegetables on a daily basis, increasing the demand for local small holder farmers and the supplier that aggregates their produce. This leads to increased income generating opportunities. Further, by incorporating the traceability technology that tests produce and allows customers to access this data in real-time through QR codes, said farmers can access higher value chains due to the high quality of their products.	<ul style="list-style-type: none"> <li>- NSFP, demand of products (requirements, frequency)</li> <li>- OHS risks</li> </ul>	Indirect beneficiaries	External
Communities where the NSFP is being implemented	Positive. The above-mentioned positive effects are expected to have a multiplier effect in the community given the program’s role as a safety net.	Continuity of the NSFP, quality of services provided (school meals and working opportunities for community)	Indirect beneficiaries	External
MoE civil servants and staff supported with capacity building activities	Positive. The capacity building activities focus on supporting MoE staff and systems to be equipped to fully implement, oversee, monitor and evaluation the NSFP, and with an in-service teacher training diploma to improve foundational learning. MoE staff will be supported with exposure/on-the-job experiences as well as the	<ul style="list-style-type: none"> <li>- Eligibility and selection criteria</li> <li>- GM</li> </ul>	Direct beneficiaries	Internal

	development of critical skills (i.e. M&E) to achieve this goal. This will be beneficial to the overall performance of MoE and its ability to fulfill its mandate.			
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### Interested Parties

The projects' stakeholders also include interested parties other than the directly affected communities, including:

Possibly Affected Party	Potential Impact	Concerns/needs	Role in project	External/Internal
MOE, Ministry of Labor, Ministry of Health	With their regulatory role, planning and policies related to the NSFP can affect the project and its implementation	Updates in project activities	Regulators	Internal and external
The School Health and Nutrition Unit/MOE	The School Health and Nutrition Unit under the Directorate of General Education of the MOE is the primary unit overseeing the NSFP. As such, their functioning can affect the project and its implementation	Updates in project activities	Implementation	Internal
Implementing agencies / service providers	With their implementation role, they can affect project and its implementation. At the same time, they are affected by the project activities and changes	Implementing agencies such as WFP and other service providers are concerned with the project design, requirements to carry out activities, planned activities.	Support implementation	External
Donors	Donors and other development partners working in the targeted areas can be interested in information on the	Details and information on project activities and results	Partners	External



	supported activities and coordination			
Civil society	Civil society organizations are considered as a feedback channel with communities, vulnerable group	Other civil society organizations working in the targeted areas can be interested in the planned activities and coordination efforts,	Partners	External
Media	Media can support project outreach and communication	Interested in the information of the NSFP, scope and reach. Relevant for outreach and show project impacts and achievements	Outreach/ communication	External
Women who were not employed by the program, but that reside within communities benefiting from the program	Women who were not selected for employment with the program may feel negatively affected given high female unemployment. To mitigate this, clear selection criteria is put in place to guide the selection of women. The hiring process, which is led by the Community-Based Organization running the kitchen, is overseen by the Royal Health Awareness Society and WFP to ensure fairness. Need to have information on eligibility and selection criteria for employment	Eligibility criteria of the program	None	External
Communities where the NSFP is not being implemented	Communities whose schools and women do not benefit from the NSFP may feel affected due to exclusion, given that the needs are great across the country. To address this, the program uses a clear targeting criteria	Eligibility criteria for the program	None	External

	<p>that ensures that all schools in Jordan benefit from the program. This guarantees that the most vulnerable areas are supported. The risk lies in (i) the targeting data not being up to date, and (ii) communities feeling disadvantaged despite the clear vulnerability-based targeting. Need to have information on selection criteria for project beneficiaries,</p>			
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### 3.3. Disadvantaged/vulnerable individuals or groups

Within the Project, vulnerable or disadvantaged groups may include but are not limited to the following:

Group	Potential impact (Vulnerability)	concerns/ needs	Role in Project	External/Internal
Children	<p>In host communities the project targets children from kindergarten to 6<sup>th</sup> grade, and in refugee camps it targets children from kindergarten to 12<sup>th</sup> grade. Children are vulnerable given their age and limited access to information. Their nutritional requirements are high, and it is important to meet them to ensure proper physical development and health which will have lasting impacts throughout their lives. These are addressed through a careful design of the meal that prioritizes food safety and nutritional needs of children. Children with dietary restrictions/allergies are also accommodated through individualized menus.</p>	<ul style="list-style-type: none"> <li>- Continuity and quality of NSFP activities</li> </ul>	Direct beneficiaries	External

	Parent associations can be partners in the stakeholder engagement of this group.			
Refugees	The program benefits refugee children, female kitchen workers, and their communities. Refugees face added vulnerability due to their status and limited access to employment. This is addressed through targeted engagements within the refugee communities, especially in refugee camps through WFP's Refugee Advisory Board (made of refugee beneficiaries and non-beneficiaries who advise WFP on various aspects of refugee-related programming)	Continuity and quality of NSFP	Direct beneficiaries	External
Women	Some women may face added vulnerability due to possible restrictions on their mobility which often results in limited economic participation in communities. To address these concerns, the program ensures that the community-based kitchens meet strict workplace guidelines to ensure the safety and comfort of women. This includes providing transportation to work, creating women-only work environments, and providing access to a WFP-operated GM.	<ul style="list-style-type: none"> <li>- Continuity of NSFP</li> <li>- Eligibility and selection criteria</li> <li>- Working conditions, training and benefits</li> <li>- OHS risks</li> <li>- SEA/SH risks</li> <li>- Access to effective GM system</li> </ul>	Direct beneficiaries	External

Vulnerable groups within the communities affected by the Project may be added, further confirmed, and consulted through dedicated means, as appropriate. Description of the methods of engagement that will be undertaken by the project is provided in the following sections.

**4. Stakeholder Engagement Program**

**4.1. Summary of stakeholder engagement done during project preparation**

As the NSFP is an ongoing national program, the consultations are conducted in host communities focusing on programme design and its risk and impacts. In addition, these consultations are also seen as a platform to obtain feedback from communities on best practices and opportunities for improvement.

Prior to the expansion of the Healthy Meals modality to refugee camps, MOE will conduct public consultations within the refugee camps to explain the programme, its objectives, implementation modalities, and obtain feedback from the local community. MOE will also engage with WFP's Refugee Advisory Board (made of refugee beneficiaries and non-beneficiaries who advise WFP on various aspects of refugee-related programming) to obtain their feedback on the expansion.

The environmental and social reports and plans were disclosed through the MOE website. Feedback received during consultations was taken into account by the project team and E&S staff in the relevant documents, including this SEP.

#### **4.2. Summary of project stakeholder needs and methods, tools, and techniques for stakeholder engagement**

Different engagement methods are proposed and cover different stakeholder needs as stated below:

- Site visits: Site visits to schools will be conducted to engage school-based adult stakeholders and observe the implementation of the project. These visits will focus on obtaining feedback and guidance from school-based authorities
- Key Informant Interviews: Key Informant Interviews will allow the project to have semi-structured discussions with key informants that play different roles in the program
- Community Consultations: Public community consultations will provide the opportunity for stakeholders in beneficiary communities, including those who do not benefit directly from or participate in the project, to provide feedback, ask questions and raise concerns. It also ensures that all appropriate information is provided to the community in a timely and transparent manner.
- Focus Group Discussions: Structured discussions with groups that can represent different stakeholders enable the project to obtain feedback and provide a space to raise questions and concerns.
- Awareness sessions followed by open discussion: these sessions are regularly provided to female kitchen workers to raise their awareness about the GM, roles and responsibilities and also to provide a platform for open discussion, questions and feedback. This regular interaction with the women in a safe environment (without the presence of the CBO management) provides ample opportunity for meaningful engagement
- Group meetings/stock-taking sessions: These sessions are designed to gather stakeholders that play critical roles in the project and take stock of the project's performance over a selected period. It allows the group to work as a team to determine lessons learned and areas for improvement. They are also platforms to raise questions and concerns.
- WFP's Refugee Advisory Board: WFP has established a Refugee Advisory Board made up of Syrian refugees living in Jordan who represent different sectors, ages, and groups within society. This group provides vital guidance and feedback on WFP activities targeting refugees, as they provide a grassroots perspective.

### 4.3. Stakeholder engagement plan

Project Stage	Estimated Date/Time Period	Topic of Consultation/ Message	Method Used	Target Stakeholders	Responsibilities
<b>Project Preparation (before Appraisal)</b>	Before Appraisal (December 2024)	Project Design	<ul style="list-style-type: none"> <li>- A mix of face-to-face and virtual meetings, emails, phone calls</li> <li>- Disclosure of E&amp;S instruments on the websites of MOSD, MOPIC, and WB</li> <li>- Feedback with comments option to be available to the public on websites and social media pages where public and stakeholders will be invited to provide any feedback they may have.</li> <li>- Contact email and telephone number will be available to receive any feedback, comments and concerns on the disclosed documents.</li> </ul>	Implementing agencies  Other Government officials  Civil society Organizations (CSOs)  Development Partners	<b>MOE</b>
<b>Project implementation</b>	<i>Jan 2025-Dec 2026</i>	-Observe project implementation to understand its benefits and challenges	-Site visit -Key Informant Interviews	-Beneficiary schools, represented through school teachers, principals	Support the implementation of the NSFP in schools, monitor that children

		-Seek feedback on areas for improvement		and/or MoE directorate-level staff	each their meal in the classroom
Once per school year throughout implementation	<i>May 2025 &amp; May 2026</i>	-Seek feedback on what worked and areas for improvement of the project  -Understand the projects role in communities	-Community Consultations  -Focus Group Discussions  -Updates through social media	-Beneficiary communities	The communities play multiple roles within the program in their capacities are parents/caretakers, kitchen workers, bakers, farmers, educators, among others.  The general public can engage with the project through social media where updates are shared.
Once at the start of the school semester throughout implementation	<i>Jan 2025, Sept 2025, Jan 2026, Sept 2026</i>	-Raise awareness of the WFP GM and how to access it to ensure that all kitchen workers are able to do so  -Discuss kitchen workers roles and responsibilities  -Open the floor for discussion and questions, including to understand the impact of the project on them, their households and their communities,	Awareness Sessions for Kitchen Workers followed by an open discussion	-Female Kitchen Workers	The kitchen workers clean the meal ingredients and package the meals every day

		and seek their feedback			
Once per school year throughout implementation	<i>May 2025 &amp; May 2026</i>	-Seek feedback on what worked and areas for improvement of the project  -Understand the projects role in communities	-Group meetings/stock-taking sessions	-Community-Based Organizations  -Fruits and Vegetables Supplier	The CBO's run the community-based kitchens where meals are prepared.
Once before the expansion to Syrian refugee camps	<i>August 2025</i>	-Consult community on the intended approach for the expansion of the Healthy Meals modality to the Syrian refugee camps.  -Seek feedback and guidance on the proposed approach	-Community Consultation	-Syrian refugee camps community	The communities play multiple roles within the program in their capacities are parents/caretakers, kitchen workers, bakers, farmers, educators, among others.
Once before the expansion to Syrian refugee camps	<i>August 2025</i>	-Consult on the intended approach for the expansion of the Healthy Meals modality to the Syrian refugee camps.  -Seek feedback and guidance on the proposed approach	-Consultation meeting with WFP's Refugee Advisory Board	-Syrian refugee camps community, represented by the Refugee Advisory Board	The communities play multiple roles within the program in their capacities are parents/caretakers, kitchen workers, bakers, farmers, educators, among others. In this case, the community will be represented by WFP's Refugee Advisory Board

Regularly throughout the project	<i>January 2025- Dec 2026</i>	-Identify priority needs and capacity building activities that need to be designed, implemented and monitored to address these needs	-Meetings	-MoE staff at all levels, particularly School Feeding focal points within the DCU and School Health and Nutrition Units.	MoE staff provide overall policy and programmatic guidance on the NSFP. They also directly implement parts of the program. MoE staff will also benefiting from capacity strengthening activities
Regularly throughout the project	<i>January 2025- Dec 2026</i>	-Identify priority needs and capacity building activities that need to be designed, implemented and monitored to address these needs	-Meetings	-MoE staff that comprise the Steering Committee of the joint WFP-MoE Capacity Needs Mapping exercise (CNM)	The Steering Committee leads the CNM, the results of which will inform the Capacity Building Action Plan with MoE
<b>Project Closure</b>	<i>End of operation (closure)</i>	Present project results	Event	All stakeholders	MOE

**Information disclosure plan:**

<b>Stage</b>	<b>Information to be disclosed</b>	<b>Stakeholder group</b>	<b>Method</b>
<b>Project preparation (before appraisal)</b>	<ul style="list-style-type: none"> <li>- <b>Project Information Document (PID):</b> Project' objectives and design.</li> <li>- <b>Stakeholder Engagement Plan (SEP)-</b> sets out the timing and methods of consultation and information disclosure. Describes the project's Grievance Mechanism</li> <li>- <b>Environmental and Social Commitment Plan (ESCP)-</b> Sets out the E&amp;S requirements to be carried out by the borrower.</li> </ul>	All stakeholders	<i>MOE website World Bank website, before appraisal</i>



<b>Implementation</b>	<ul style="list-style-type: none"> <li>- PAD/ AF program paper: types of funding and support to be available through the project</li> <li>- Implementation Status and Results Reports (ISR): Periodic aggregated progress reports on the number of Beneficiaries and activities</li> </ul>	All stakeholders	<p><i>PAD and AF program paper disclosed on World Bank website and ESF documents to be available on MOPIC and MOE.</i></p> <p><i>Periodic aggregated progress reports to be disclosed on World Bank's website.</i></p>
	<ul style="list-style-type: none"> <li>- Eligibility criteria, selection processes</li> <li>- Grievance Mechanism</li> <li>- Project's progress details</li> <li>- Coordination issues</li> </ul>	Project affected parties	<p><i>eligibility criteria and selection processes, and forms, progress reports to be available on MOE</i></p> <p><i>Grievance Mechanism will be accessible through MOE/project website</i></p>
	<ul style="list-style-type: none"> <li>- Types of support offered by the project and eligibility requirements</li> <li>- Grievance Mechanism</li> </ul>	Vulnerable groups	<p><i>PAD and AF program paper available on World Bank website and ESF documents to be available on MOE and MOPIC websites</i></p> <ul style="list-style-type: none"> <li>- Social media</li> <li>- Other printed materials with project information in accessible formats</li> <li>- Public meetings to be announced on MOE website and personalized invitation</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>- Project results</li> </ul>	All stakeholders	<i>Public seminar to be organized at the end of the project</i>

#### 4.4. Reporting back to stakeholders

Stakeholders will be kept informed as the project develops, including reporting on project environmental and social performance and implementation of the stakeholder engagement plan and Grievance Mechanism, and on the project’s overall implementation progress.

### 5. Resources and Responsibilities for implementing stakeholder engagement activities

#### 5.1. Resources

The MOE-DCU will be in charge of stakeholder engagement activities.

The budget for the SEP is US\$30,500 and is included in the IPF component of the project, covering Communications staff, Campaigns, training and surveys and grievance mechanism

#### 5.2. Management functions and responsibilities

The entity responsible for carrying out stakeholder engagement activities is MOE through its DCU.

The stakeholder engagement activities will be documented through periodic implementation reports included in the Environmental and Social reporting described in the Operation’s Manual (OM).

### 6. Grievance Mechanism

The main objective of a GM is to assist to resolve complaints and grievances in a timely, effective, and efficient manner that satisfies all parties involved.

#### 6.1. Description of GM

Step	Description of Process	Time Frame	Responsibility
<b>GM implementation structure</b>	<p>The MoE implements Grievance Mechanisms (GRMs) at two distinct levels:</p> <ul style="list-style-type: none"> <li>- <b>National-Level GM: “At Your Service”:</b> This GRM facilitates interaction between the public and MoE through five channels: inquiries, suggestions, praise, complaints, and reports of corruption. It utilizes a mobile app, an e-government portal, and the National Information Center. A chatbot for the Prime Ministry’s Facebook page is being developed. The platform processes are well-defined but lack detailed data segmentation by demographics like location, gender, or age, with anonymity preserved except for contact details. An optional GPS feature is available, but its precision is debatable. The platform has a structured protocol for handling complaints, including categorization, logging, and case referral, as per the Organizational and Procedural Regulations. Complaints are sorted by severity and type, and users receive SMS notifications throughout the resolution process. There’s a system for the automatic escalation of unresolved issues, and a national dashboard documents all activities, with various metrics used for analysis and performance assessments. Complaint resolutions are </li> </ul>	Immediate/ existing	MOE

Step	Description of Process	Time Frame	Responsibility
	<p>communicated through updates, with cases marked as resolved, cancelled, or returned.</p> <ul style="list-style-type: none"> <li>- <b>MOE-Level GM:</b> This refers to mechanisms specific to MoE. The predominant tools employed by MoE for grievance redressal encompass a blend of digital and traditional mechanisms to ensure inclusivity and accessibility.</li> </ul>		
<b>Grievance uptake</b>	<p>Grievances can be submitted via the following channels:</p> <ul style="list-style-type: none"> <li>• Educational Directorates (42 Directorates and 20 Administrative Units within the Ministry): Complaints can be made in writing or verbally to the Director of Education at the directorates. A committee, including a representative from the control department, is formed within the directorate to address the complaint locally.</li> <li>• Ministry Center Complaints: The complaints department processes these through an internal memo to the relevant department or provides direct instructions for the complainant to file a complaint directly with a particular division. His decision on either case is based on a personal assessment of the complaint format.</li> <li>• Direct Submission to High-Level Officials: Complaints are sent directly to the minister, secretary-general, and audit bureau and sent to the complaint department to follow up with the relevant department.</li> <li>• Email: A dedicated email address for submitting complaints.</li> <li>• Hotlines: Separate hotlines are available for both the directorates and the ministry to facilitate the submission of complaints.</li> <li>• Complaint Boxes: These are located at the department head's office for review at the Ministry. Within the directorates, each director is responsible for the review and resolution.</li> <li>• Ensaf Platform (under improvement now): Since its establishment in 2018, the "Insaf" platform has served as a dedicated electronic channel for both public and private sector teachers to voice their grievances and complaints. The platform seeks to streamline the resolution process, ensuring timely and quality responses to the issues raised. Integrated with the Ministry's Internal Control Unit, "Insaf" ensures strict confidentiality for all submissions, although it requires complainants to provide detailed personal information, limiting anonymity.</li> </ul>		MOE
<b>Acknowledgment and follow-up</b>	<p>Divisions receive complaints from different resources and through different channels. It receives complaints and grievances from employees and citizens (in line with ISO accreditation) and monitors social media through the media directory. Additionally, it manages complaints received via fax, email, phone, hotline, the Minister's and the Secretary-General's offices, external entities</p>	Within 2 days of receipt	MOE

Step	Description of Process	Time Frame	Responsibility
	(like the Prime Ministry, Jordan Integrity and Anti-Corruption Commission, Audit Bureau, and National Center for Human Rights), complaint boxes, and the Ministry's electronic platform.		
<b>Verification, investigation, action</b>	<b>Complaint handling procedures</b> ensure that all complaints received via these channels are reviewed, commented on by the division, and then escalated to the director of the Internal Control Unit for further action. Recommendations for each complaint are documented and followed up accordingly, with updates communicated to complainants either by phone or formal letter, depending on their relationship with the In some instances, the complaint may lead to the Internal Control Unit director recommending the formation of an investigation committee as per existing legislation, suggesting specific actions to the Minister, or coordinating directly with the Directorate of Education for resolution within two weeks unless an extension is requested.	Within 10 working days	MOE
<b>Monitoring and evaluation</b>	The outcomes are recorded on the electronic complaints' platform.	No official set time	MOE
<b>Provision of feedback</b>	Feedback from complainants regarding their satisfaction with complaint resolution is collected through a user survey	Bi-annually	MOE
<b>Training</b>	Training needs for staff/consultants in the PIU, Contractors, and Supervision Consultants are as follows: GM general training in accordance with World Bank requirements - GM reporting on complaints related to the project		MOE

**Escalation:**

The GM will provide an appeals process if the complainant is not satisfied with the proposed resolution of the complaint. Once all possible means to resolve the complaint have been proposed and if the complainant is still not satisfied, then they should be advised of their right to legal recourse.

The NSFP service providers also have a Labor Grievance Mechanism for program workers (beneficiaries) to use. The Labor GM should be described in detail in the Labor Management Procedures and included in the tenders for service providers.

The World Bank and the Borrower do not tolerate reprisals and retaliation against project stakeholders who share their views about Bank-financed projects.

## 7. Monitoring and Reporting

### 7.1. Summary of how SEP implementation will be monitored and reported

SEP monitoring and reporting will be included under the Environmental and Social Reports detailed in the OM. This includes a periodic report on the community meetings held, GM reports, communication campaigns carried out, among others.

The SEP will be revised and updated as necessary in the course of project implementation in order to ensure that the information presented herein is consistent and is the most recent, and that the identified methods of engagement remain appropriate and effective in relation to the project context and specific phases of the development. Any major changes to the project related activities and to its schedule will be duly reflected in the SEP.

### 7.2. Reporting back to stakeholder groups

The SEP will be periodically revised and updated as necessary in the course of project implementation. Biannually summaries and internal reports on public grievances, enquiries, and related incidents, together with the status of implementation of associated corrective/preventive actions, will be collated by responsible staff and referred to the senior management of the project. The summaries will provide a mechanism for assessing both the number and nature of complaints and requests for information, along with the Project's ability to address those in a timely and effective manner. Information on public engagement activities undertaken by the Project during the year may be conveyed to the stakeholders in various ways, including informal meetings, awareness sessions, consultations on specific topics, etc.

## Annexes

**Table 1. Template to Capture Consultation Minutes**

<b>Stakeholder (Group or Individual)</b>	<b>Dates of Consultations</b>	<b>Summary of Feedback</b>	<b>Response of Project Implementation Team</b>	<b>Follow-up Action(s)/Next Steps</b>	<b>Timetable/ Date to Complete Follow-up Action(s)</b>

## Endnotes