



Additional Financing Appraisal Environmental and  
Social Review Summary  
Appraisal Stage  
**(AF ESRS Appraisal Stage)**

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**BASIC INFORMATION**

**A. Basic Project Data**

Country	Region	Borrower(s)	Implementing Agency(ies)
Morocco	MIDDLE EAST AND NORTH AFRICA	Kingdom of Morocco	Ministry of Education, Minister of Economy and Finance
Project ID	Project Name		
P179637	Morocco Education Support Program Additional Financing		
Parent Project ID (if any)	Parent Project Name		
P167619	Education Support Program		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Program-for-Results Financing	1/23/2023	3/17/2023

**Proposed Development Objective**

To establish an enabling environment for quality Early Childhood Education service delivery, support improved teaching practices in primary and secondary education, and strengthen management capacity and accountability along the education service delivery chain in the Program Areas.

Financing (in USD Million)	Amount
Current Financing	500.00
Proposed Additional Financing	200.00
<b>Total Proposed Financing</b>	<b>700.00</b>

**B. Is the project being prepared in a Situation of Urgent Need of Assistance or Capacity Constraints, as per Bank IPF Policy, para. 12?**

No

**C. Summary Description of Proposed Project [including overview of Country, Sectoral & Institutional Contexts and Relationship to CPF]**

Public Disclosure



The Morocco Education Support Program Program if financed through an IBRD loan. Using the program for results (PforR) instrument with IPF component for technical assistance, PASE contributes to the Government efforts in transforming education by achieving results, namely in three key areas:

- Results Area 1: Establish an enabling environment for the delivery of quality early childhood education services
- Results Area 2: Supporting the improvement of teaching practices in primary and secondary education
- Results Area 3: Strengthen management capacity and accountability along the education service delivery chain

To support the delivery of results in the areas mentioned above PASE, through an AF, supports technical assistance (Component 4) to help the Ministry of Education and affiliates advance the education agenda, particularly in supporting early childhood, teachers, and governance of the sector.

#### **D. Environmental and Social Overview**

D.1. Detailed project location(s) and salient physical characteristics relevant to the E&S assessment [geographic, environmental, social]

IPF Component 1: Supporting results through technical assistance and capacity building (\$15M equivalent).

An IPF component is proposed to support the Government of Morocco to deliver on the ambitious targets of the PASE and the Strategic Roadmap; technical assistance to undertake the necessary research, piloting, analysis, structural and organizational changes is crucial. As an IPF Category #3 Technical Assistance, the project's IPF component will primarily support analysis, technical reviews, frameworks, and tools to be used by the Ministry in advancing its strategy of access and quality, and governance at a national level. IPF activities will finance approximately 15-20 contracts that would be executed and managed by the Directorate of Planning and Strategy within the MENPS. The team already in place to support the delivery of PforR targets will also manage the vendors. No major increases in staffing is envisioned.

Although some of the deliverables will include modules for training etc, it is not expected that vendors themselves will undertake the full-scale training. Teams delivering the contracted work are expected to be small in numbers from 3-15. They may however need to undertake site visits to regional and local centers as part of the assessment of current and future activities. The MENPS is also working in parallel on hybrid forms of training delivery which will support the minimum ecological footprint possible.

This ESRS only applies to this IPF component, given that the ESF only applies to IPF projects. The Bank has prepared an Environmental and Social Systems Assessment (ESSA) for the Program-for-results components.

Proposed Technical Assistance by Results Area (IPF Component 1)

##### **RESULT AREA 1**

- Development of a quality assurance and labeling tools for preschool units Study on the continuity between the preschool and primary school curriculum; Strengthening the development of the training system for preschool educators; Capacity building of MENPS partner operators



- Capacity building of MENPS as a regulator of preschool i.e Improved MENPS capacity to manage the preschool network through delegated management.

RESULT AREA 2

- Development of a national classroom observation tools and teacher coaching.
- Structural action to stimulate the transformation of teachers' professional development in Morocco
- Development of a (digitalized) platform for the selection and recruitment of teachers and deployment. The teacher selection and recruitment model will be based on an effective diagnosis of professional skills and knowledge and consistently aligned with the key priorities of the teacher development model. Capacity building of ministry agents in the development of tests items and the analysis of the results of the psychosocial test.
- Support for the design of a National Institute of Professorship with international best practices that will inform the objectives and responsibilities of the newly created Institute in terms of training, quality assurance of initial and continuing education, knowledge production and certification.
- Tools and standards for the development of a national education research agenda on educational policies and pedagogical practices and innovations; dissemination of good practices and scaling up in the education system.
- Tools and guidance for the development of a formative evaluation system for schoolchildren/students and teachers (tools and guide).

RESULT AREA 3

- Reengineering of IT systems related to the expenditure chain: design and deployment of an integrated budgetary and accounting IS. Provide the Ministry with an in-depth study of the financial IS used by the sector's actors, with a focus on DPs and AREF.
- Tools and standards for Budgetary and Financial Management of AREF Support to the improvement of the budgetary and financial management of AREF in view of the adoption of program-contracts and management tools as defined by the law 69-00 on the financial control of public expenditure of public enterprises.
- Design of a new integrated governance scheme for "social support" activities with a pilot in 3 rural DPs before potential scale-up. Design of a new integrated social support model for the management of (i) school support, (ii) school canteens, (iii) boarding schools, and (iv) school transportation ("social support") and testing of the new integrated social support governance model in 3 DPs in the rural environment.
- Development of a methodology and for the school evaluation/labelling process focused on learning outcomes and equity. Review school evaluation methodology against international good practices and existing evidence and propose a roll out of the school evaluation process with the objective to improve learning outcomes and reduce inequity in education outcomes
- Support the roll-out of a pilot based on the evidence-based school evaluation methodology aiming to reduce learning poverty and inequity in education.
- Strengthen the capacity of school principals and improve the functioning of school principals' networks.
- Develop training program to support school principals with adequate skills, tools, and resources to improve the quality of education in their schools. Review the current functioning of the school principal networks and propose recommendations to improve learning and feedback loops among principals. This is expected to lead to enhanced behaviors and practices of school principals with a focus on improved instruction and student performance, better school climate, motivated teachers, and more collaboration in planning for overall school improvement.
- Evaluation of the school improvement plan implementation
- Review the current implementation status of school improvement plans and propose recommendations to support school principals in their self-evaluation and implementation of school improvement plans.
- Support the Ministry of Education of piloting and scale up of innovative pedagogical models and teaching approaches (2023-25) (TARL) .To improve learning outcomes, TA will support the ministry in experimenting, piloting, evaluating



and scale up of pedagogical methods and teaching approaches that have proven successful in improving learning outcomes in other settings (e.g., Teaching at the Right Level; remedial education; scripted lessons; etc.)

Transversal TA activities - Technical assistance on how to mainstream disability inclusion and prevention of sexual harassment across the Result Areas, as reflected in the ESSA’s action plan, and relevant TA activities.

D. 2. Borrower’s Institutional Capacity

Ministry of Education, at national level, has the overall project preparation and implementation responsibilities and will carry out the planning, preparation and execution of the various project activities. The Ministry has some initial experience with World Bank requirements through the parent project, however given that the parent project is a PforR, the Ministry does not have experience with World Bank safeguards and ESF. Specifically, regarding the E&S matters, the Ministry’s E&S systems and capacity is fragmented and could benefit from strengthening.

Specifically on gender-based violence prevention, given the requirements of the Bank’s new Good Practice Note for Addressing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) in Human Development Operations (GPN) (including education), mentioned below under ESS4, a qualified specialist will be hired as part of the IPF technical assistance to mainstream sexual harassments prevention and response across the result areas and the rest of the technical assistance activities. This mainstreaming actions will be detailed in the POM.

Likewise, a qualified disability inclusion expert or firm will be hired as part of the technical assistance component to mainstream disability inclusion across Results Areas actions and the rest of TA activities.

Public Disclosure

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

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Low

Component 4 IPF activities’ environmental risk rating is considered Low, given that the component comprises technical assistance (TA) activities with no physical works or construction of any kind. There will also be no purchase of equipment or materials. Therefore, according to ESS2, environmental risks will be limited risk of occupational health and safety of the limited number of civil servants (direct workers) and consultants from educational firms (contracted workers) directly involved in the implementation of the TA activities.

Social Risk Rating

Moderate

The social risks associated with the project are Moderate. The main risks are as follows: • the risk of exclusion and/or discrimination of Moroccan educators who could benefit from the proposed capacity building, on the basis of their identity (gender, youth, people with disabilities/special needs, ethnic minorities, etc.), socioeconomic status or location (poverty, remoteness) which will limit the access of these groups to the training, mentoring and recruitment opportunities that will be induced by the project’s technical assistance IPF component. Risks and proposed mitigation measures are further described until ESS1 below; • The risk of sexual exploitation and abuse of teachers and



administrative staff receiving training or mentoring perpetrated by Ministry staff or consultants of contracted firms. • The risk of unattended grievances if project-specific grievance mechanism, GM for workforce and distinct SEA/SH GM do not reach full functionality.

## **B. Environment and Social Standards (ESSs) that Apply to the Activities Being Considered**

### **B.1. General Assessment**

#### **ESS1 Assessment and Management of Environmental and Social Risks and Impacts**

##### ***Overview of the relevance of the Standard for the Project:***

Result Area 1 – Establish an enabling environment for quality early childhood education service delivery

1. Strengthening the training system for preschool educators: To establish inclusive education as a priority within preschools, the certification and training programs envisioned will prioritize the training of preschool teachers in the detection of learning differences/disabilities and pedagogical skills to provide quality teaching to all children and reasonable accommodation to learners with disabilities.

2. Development of a system for the quality assurance quality labelling of preschool units

To ensure inclusion of children with learning differences/disabilities, basic training on screening and identification of delays in young children and referrals for teachers will be offered. This will create a referral loop within the education system, which normally does not get established, as teachers often do not know where to send the parents for detailed assessment.

3. Study on the continuity between the preschool and primary school curriculum

To include children with disabilities in this study, a functional profile of all children (using WG Child functioning module) will be considered as well as patterns of transitions to primary school, examining access, participation, and learning for boys and girls including children with developmental delays/disabilities.

4. Strengthening MENPS’s capacity to manage the preschool TPP network

To integrate inclusion, the “model of performance” will feature inclusivity as a criteria of excellence. The model includes a best practice in the selection/recruitment of quality teachers who can cover all students’ needs. It consists in having a point system and the criteria can add points for teachers with skills to teach learners with disabilities. This would ensure that the cadre of teachers getting recruited are inclusive educators and skill development can be enhanced through Continuous Professional Development (CPD). There is also an additional potential benefit of encouraging special needs educators, who are generally not a part of the national teacher force, to include their skills to ensure support to general educators and an inclusive education system.

5. Additional TAs are also under discussion with the Government.

Again, inclusivity of the educational system can be a criterion for quality through a point system, as described above.

Result Area 2: Teacher Professional Development and the Teaching Career

1. Teacher Coaching model as a tool for effective professional development: To ensure inclusion in this activity, coaches from under-represented groups will be recruited. For Inclusive education models, inclusive practices will be built in to ensure that mentors are assigned equitably. Good practices taken from inclusive hiring could feature



conversations about bias in selection/assignment processes and offer a diverse selection panel. Implementation of a digitalized and integrated teacher selection and recruitment model would feature: “situations” for the newly created Test Métier can include content on disability inclusion;

2. The comprehensive review of the current teacher selection and recruitment system can cover the level of inclusivity of the selection system, in other words rating a recruitment system on the basis of diversity and inclusion as well, including disability inclusion.
3. As the review will focus on the consistency of the teacher selection/recruitment system with the policy goals of the teacher competency framework, mitigation measures can possibly be introduced to strengthen the current framework’s diversity and inclusion practices, including digital accessibility of any potential digitalization to serve visually impaired users.
4. Given that detailed account and solid evaluation tools of the competencies expected from the successful candidate will be produced, to clearly signal the type of professional required for the teaching profession, and both Universities and CRMEFs can design and refine their training offer around such a “profile”. To avoid the risk of systemic exclusion of vulnerable groups, non-discriminatory principles can be built into the profile.

- To avoid the risk of unconscious bias during this selection process, the recruitment process will consider inclusive hiring practices that proactively “cast a wider net” when seeking qualified, quality talent. Some inclusive hiring practices include (i) choosing a diverse selection panel; (ii) holding open conversations about bias; (iii) targeting under-represented groups in outreach to establish partnerships with communities representing “vulnerable people”, (iv) investing in pipelines of potential talent from underrepresented groups, instead of quotas.

Support will be needed in the roll-out of a national education research agenda towards the production and identification of innovations, dissemination of good practices and their scaling-up and institutionalization in the school system. To create and disseminate a corpus of best practice teaching practices, inclusive education should be highlighted among the practices.

### ESS10 Stakeholder Engagement and Information Disclosure

Multiple stakeholders will be involved in the project, including the following:

Affected people: school directors, students, parents, “third-party providers”, contracted firms, AREFs, preschool educators, novice teachers in the induction pre-service model, pedagogical supervisors, MENPS, FMPS, training operators, MASSAR information system operators, regional teacher training centers, operators and UPs.

Other interested parties: ministerial departments, local authorities, teachers unions and representatives of civil society, the media, the private sector, Representatives of National Education delegations, Representatives of the region, External services, Provincial and elected officials, Representatives of NGOs, Representatives of parents and students, Representatives of other academic institutions, Business representatives, Representatives from the sports world, Representatives from the cultural and artistic world

Vulnerable people: Indirect stakeholders will include underrepresented educators and students who are historically excluded due to their identity (disability, race, youth, etc.) reflected through unconscious bias and lack of proactive



inclusive criteria in selection/recruitment processes, such as educators with disabilities, students with (learning, cognitive, physical) disabilities, women who do not benefit from teacher training, survivors of sexual harassment.

As a TA, the project contains an extensive menu of studies, trainings, institutional reforms, preparation of programs etc. To date, the Ministry has conducted a thorough consultation process title "A National Consultation for a Quality School for All". It has consisted of the following:

- ✓ 30 consultative meetings at the national level, internally within the department in charge of national education and preschool, and with national bodies;
- ✓ 83 regional meetings chaired by the governors and provincial directors of the department of national education;
- ✓ 10,000 workshops and focus groups held, including 143 design fiction workshops for children;
- ✓ A platform open to the general public for the submission of individual contributions.

By July 2022, four types of consultations had taken place across all Moroccan provinces, across 12 regions, including more than 100,000 participants, conducted in Arabic, French and Amazighe :

1. Targeted consultations took place with school directors, teachers, administrative and pedagogical staff, students and parents;
2. The territorial consultations brought together representatives of local stakeholders:
  - o Representatives of National Education delegations
  - o Representatives of the regions
  - o External services
  - o Provincial and elected officials
  - o Representatives of NGOs
  - o Representatives of parents and students
  - o Representatives of other academic institutions
  - o Business representatives
  - o Representatives from the sports world
  - o Representatives from the cultural and artistic world
3. Consultation with national bodies and commissions
4. Digital consultation

Furthermore, the Ministry will be required to conduct focuses consultations with the specific target groups who will ultimately benefit from the technical assistance activities. Therefore, the Ministry will prepare a Stakeholder Engagement Plan (SEP), prior to Appraisal, consistent with the requirements of ESS10. The SEP will be disclosed before appraisal. The SEP will be disclosed before appraisal. The parent project's A project-level grievance mechanism will be strengthened put in place to respond to public enquiries and grievances from beneficiaries or broader community members. A worker-specific mechanism will also be put in place, while grievances related to SEA/SH will have its own distinct mechanism to ensure full confidentiality and adherence with the survivor-centered approach.

## **B.2. Specific Risks and Impacts**

**A brief description of the potential environmental and social risks and impacts relevant to the Project.**

### **ESS2 Labor and Working Conditions**





Environmental and social risks/impacts related to occupational health and safety (OHS) are expected to be low. The exact quantification of the labor force to be employed by the project is not possible at this early stage of preparation process but will be included in the Appraisal-stage ESRS. For the moment, the TA component is expected to employ several consulting firms with technical teams with approximately up to 15 hired consultants each.

The foreseen types of labor involved in the project are civil servants employed directly by the Ministry for project implementation (direct workers). It will also include contracted workers, namely the consultants engaged through third parties (firms) to perform work related to core functions of the project. This will include the following contracted workers:

1. Education, IT and governance specialists providing technical assistance for the following activities:

- provision of preschool education services by various TPPs who train and employ educators and pedagogical supervisors;
- strengthening the training system for preschool educators and Development of a system for the quality assurance quality labelling of preschool units;
- preparing the study on the continuity between the preschool and primary school curriculum;
- strengthening MENPS's capacity to manage the preschool TPP network;
- piloting the TEACH classroom observation tool in Morocco in Basic Education;
- piloting the World Bank COACH model in various CRMEFs;
- development of a national system of classroom observation and teacher coaching;
- teacher Coaching model as a tool for effective professional development;
- implementation of a digitalized and integrated teacher selection and recruitment model;
- strengthening the management capacity and accountability along the education service delivery chain

2. Trainers to train:

- trainer-labelizers;
- main Third Party Providers (TPPs);
- a first batch of observers (who will then be able to contribute to the review, refinement, and adaptation of TEACH to the specific needs and features of the Moroccan school system);
- a large number of actors on the "coaching model"

3. Coaches conducting teacher coaching and induction pre-service model for novice teachers.

Consultants will be expected to read, understand, sign and abide by a code of conduct that explicitly prohibits sexual harassment and sexual exploitation and abuse, establishing specific consequences to be applied rigorously, if the code of violated. Depending on the activity, this could be achieved directly by the project or by incorporating it into strategies, manuals, plans, training programs and standards that will be developed through the TA.

The IPF component's labor-related provisions for workers will be included in the POM, including provisions on working conditions, management of workers relationships, occupational health and safety, code of conduct (including relating to SEA and SH), forced labor, child labor. The provisions will also include a labor an explicit grievance redress channel and tailored measures to address SEA/SH for workers and communities. Furthermore, as per ESS2, the provisions will include proportional and reasonable requirements for: working conditions and terms of employment; nondiscrimination and equal opportunity; worker's organizations; child labor and minimum age; forced labor; grievance mechanisms; maintenance of training records and documentation and reporting of occupational accidents, diseases and incidents, emergency prevention and remedies for injuries, disability and disease



**ESS3 Resource Efficiency and Pollution Prevention and Management**

This standard is not currently relevant, given that there will be no physical works or construction on this project.

**ESS4 Community Health and Safety**

Though the project will not have any physical works, this ESS remains relevant in relation to the community health and safety of the project’s affected people, including beneficiaries and other stakeholders. Community health and safety issues are associated to typical risks/impacts during technical assistance activities, especially those that include interaction between training/coaching staff and educators.

When Covid risk is high, a multi-layered approach to preventing transmission to Covid 19 through masking, mandating vaccination, and enhancing conference room ventilation and air filtration will be recommended for in-person activities. All measures to ensure safety of teaching/learning community members should be ensured to prevent any accidents or injuries. Minor risks to the community, such as exposure to nuisances (such noise), and public health issues (such as exposure to communicable diseases) will also be considered.

To prevent the risk of exclusion of people with disabilities, universal access and accessible design will be considered, as well as the needs of people with physical and/or cognitive disabilities accessing training venues.

Most significantly, provisions to prevent and respond to Sexual Exploitation and Abuse/Sexual Harassment will be added to the POM. It will include tailored project-level codes of conduct for educators (teacher trainers, coaches, etc.), administrative staff and contracted consultants.

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

This standard is not currently relevant, given that there will be no physical works or construction on this project.

**ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources**

This standard is not currently relevant, given that there will be no physical works or construction on this project.

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

This standard is not considered relevant as there are no Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities currently identified in the Project area.

**ESS8 Cultural Heritage**

This standard is not considered relevant, given that there will be no physical works or construction on this project.



**ESS9 Financial Intermediaries**

This is not an FI operation.

**C. Legal Operational Policies that Apply**

**OP 7.50 Projects on International Waterways**

**OP 7.60 Projects in Disputed Areas**

**B.3. Reliance on Borrower’s policy, legal and institutional framework, relevant to the Project risks and impacts**

**Is this project being prepared for use of Borrower Framework?**

In Part

**Areas where “Use of Borrower Framework” is being considered:**

Only the Program for Results (PforR) components. The IPF technical assistance activities covered by this ESRS will not be using borrower frameworks.

**IV. CONTACT POINTS**

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**Borrower/Client/Recipient**

Borrower: Kingdom of Morocco

**Implementing Agency(ies)**

Implementing Agency: Ministry of Education

Implementing Agency: Minister of Economy and Finance

Public Disclosure



**V. FOR MORE INFORMATION CONTACT**

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**VI. APPROVAL**

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Practice Manager (ENR/Social)	Lia Carol Sieghart Cleared on 18-Jan-2023 at 18:53:0 GMT-05:00
Safeguards Advisor ESSA	Aki Tsuda (SAESSA) Concurred on 10-Feb-2023 at 12:06:34 GMT-05:00