



The World Bank

West Bank & Gaza Supporting an Education Reform Agenda for Improved Teaching, Assessment and Career Pathways (P177299)

Appraisal Environmental and Social Review Summary

Appraisal Stage

(ESRS Appraisal Stage)

Date Prepared/Updated: 02/16/2022 | Report No: ESRSA01937



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BASIC INFORMATION

A. Basic Project Data

Country	Region	Project ID	Parent Project ID (if any)
West Bank and Gaza	MIDDLE EAST AND NORTH AFRICA	P177299	
Project Name	West Bank & Gaza Supporting an Education Reform Agenda for Improved Teaching, Assessment and Career Pathways		
Practice Area (Lead)	Financing Instrument	Estimated Appraisal Date	Estimated Board Date
Education	Investment Project Financing	2/16/2022	3/21/2022
Borrower(s)	Implementing Agency(ies)		
Palestinian Liberation Organization	Ministry of Education		

Proposed Development Objective

The proposed Program Development Objective (PrDO) is to improve education outcomes of primary and secondary students and introduce new student pathways leading to tertiary education.

Financing (in USD Million)	Amount
Total Project Cost	20.00

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]

The proposed MPA includes three phases focused on three components (or thematic areas) that address the most pressing education challenges in WB&G. Phase 1 will, on the one hand, respond to medium-term needs resulting from missed learning due to the COVID-19 pandemic and the Gaza conflict, and on the other, lay the foundations for long-term reform of the system. Each phase will gradually and progressively contribute towards the program development objective. See figure 2. There will be a logical scale up of initiatives from primary level (in phase 1) to lower secondary



(phase 2) to upper secondary (phase 3). All three phases will be fully anchored in student learning data: phase 1 will establish the first internationally recognized measurement of student learning in over a decade, with PISA 2022 and TIMSS 2023, while subsequent international assessments in phases 2 and 3 will enable the establishment of learning trends. Similarly, phase 1 will see student career guidance improved, while the following phases will increase secondary students' pathways to tertiary education and the labor market.

Component 1. Building strong foundational skills for learning and wellbeing. SERATAC will finance WB&G's efforts to raise foundational skills and wellbeing of Palestinian primary school students, providing each child with a strong foundation for their future learning. In Phase 1, this will be achieved through (i) the development of an Arabic literacy strategy to set quantifiable goals for children's Arabic language learning outcomes along with the roles of key actors; (ii) improvements to early grade Arabic language arts instruction (reading, writing, speaking, and listening in Grades 1–4); (iii) strengthening of preservice teacher education in classroom practices to improve foundational skills; and (iv) promotion of positive school and classroom climates, including extracurricular activities, so they are conducive to student learning and wellbeing. Through the learning associated with implementing the Phase 1 activities, scaling up would take place in Phases 2 and 3 to reach higher levels and grades for Arabic language arts and positive school and classroom climates, to expand to mathematics and science in the early grades, and to support efforts to sustain and embed improvements in these areas through strengthening of key system mechanisms such as teacher policies, school evaluation, and school improvement planning.

Component 2. Harnessing technology to improve STEM learning and better equip students for the labor market. Through this program component, SERATAC will improve STEM teaching and learning and better equip students to make informed career choices and find jobs. To achieve this objective, under Phase 1, the program component will aim to (i) strengthen and operationalize MOE's STEM Framework, (ii) improve upper primary (Grades 5 and 6) students' mathematics, science and digital skills through improved pre-service and in-service teacher training as well as an adaptive learning program, and (iii) lay the foundations for an effective career guidance system that helps secondary students make informed career choices and be better equipped to pursue them. Phases 2 and 3 will build on the technical and implementation knowledge gained in the first phase and will focus on scaling up the package of STEM interventions gradually to lower secondary (Grades 7 to 9), and then to upper secondary (Grades 10-12), phase-in the adaptive learning program in mathematics to benefit Grade 9 and Grade 11 students, and then expand the scope and reach of the career guidance system to include tertiary education students.

Component 3. Strengthening the student learning assessment system. Through the third program component, SERATAC will strengthen the Palestinian student assessment system so that it promotes and incentivizes learning at all grade levels. To achieve this objective, under Phase 1, the component will: (i) strengthen the national assessment framework and Arabic national assessment in Grade 5; (ii) lay the foundations to reform the secondary school leaving examination (Tawjihi) and create a more inclusive pathway to the labor market for secondary school students; and (iii) finance participation of WB&G in two ILSAs to obtain high-quality learning data. In phases 2 and 3, the lessons learned during phase 1 will be applied to support the gradual rollout of Tawjihi reform measures, including the creation of inclusive and more flexible pathways for secondary students to enter into technical vocational colleges and higher education. These phases will also ensure the continued availability and effective use of high-quality data from national and international assessments. This approach will enable the construction of comparable trends in Palestinian student learning outcomes over time, that continuously inform policymaking and provide a powerful tool to hold education stakeholders accountable for student learning.



D. Environmental and Social Overview

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

The first phase of the Multiphase Programmatic Approach (MPA) -Supporting an Education Reform Agenda for improved Teaching, Assessment and Career pathways Program (SERATAC) aims to improve education outcomes of primary and secondary students and increase student pathways to tertiary education and the labor market This phase will be implemented in both the West Bank and Gaza (WB&G). However, the exact locations of where the interventions will take place as well as the scope of interventions will be identified as part of the technical selection criteria under the Project Operational Manual (POM).

No civil works are expected under Phase 1, where the activities are mainly aimed to improve education quality. Different training activities are expected to be implemented under phase 1 of the SERATAC MPA that may entail risk of exposure to COVID-19 in case training activities are conducted face to face.

Subcomponent 2.2 includes activities that may cause environmental impacts related to procuring equipment for Grades 5 and 6, including classrooms and laboratories equipment to enable the adequate implementation of the STEM guide as well as equipping the schools with adequate digital infrastructure needed to deliver, where relevant, the high-tech adaptive learning packages. The needed equipment is expected to entail minor waste generation and OHS risk during their installation and the disposal of the e-waste at the end of life. There is also the risk that, despite the recent facilitation on entry of goods, the supply of laboratory and digital equipment in the Gaza Strip may be delayed due to any political unrest. On the social side the primary risk, in addition to those related to health and safety and GBV/SH, is related to possible exclusion of marginalized communities and those living in difficult to reach areas from program benefits. To address the issue of access, the program will seek innovative solutions to reach students in remote areas, including the proposal of potentially using mobile libraries and mobile laboratories.

D. 2. Borrower’s Institutional Capacity

The SERATAC phases will be implemented by the Program Coordination Unit (PCU), established for the implementation of the Bank funded program “Improving Early Childhood Development Program in the West Bank and Gaza Strip” (ECD), hosted at the Ministry of Education (MOE). The ECD project was prepared under ESF, where the performance for implementing the ESF requirements was rated as ‘satisfactory’ in October 2021. However, the performance rating was downgraded to ‘moderately satisfactory’ in January 2022, due to the non-renewal of the contract of the project Environmental and Social Officer (ESO) in the West Bank. The Bank has requested the MoE to hire a qualified ESO by April 2022. The ESO will be hired under the ECD project and will also be responsible for implementing the E&S requirements of the SERATAC.

With regard to the ESF capacity of the PCU in Gaza Strip, a technical team is supporting the implementation of the ECD project in the Gaza Strip. This team is also assisted by an Environmental and Social Consultant (ESC) to implement the environmental and social requirements of the ECD project.

As SERATAC Phase 1 and subsequent phases will also be implemented in the Gaza Strip, the ESO will be assisted by a Support ESO who has been assigned in the Gaza Strip starting February 2022. The Support ESO will be responsible for implementing the E&S management of the ECD Project and the SERATAC interventions in the Gaza Strip under the supervision of the ESO. Both the ESO and the Support ESO will need capacity building to effectively manage the environmental and social requirements for the MPA Phase 1. Therefore, both ESOs will be provided regular capacity building and training on the management of E&S requirement, including but not limited to management of the: e-



waste management, labor, and grievance mechanisms, in addition to OHS related to COVID-19 and installation of the equipment, stakeholder engagement, information dissemination, and code of conduct to mitigate risks related to SEA/SH.

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

A. Environmental and Social Risk Classification (ESRC)

Moderate

Environmental Risk Rating

Moderate

Phase 1 of the Program does not envisage any civil works, and none of the activities are expected to have adverse impact on biodiversity, tangible, or intangible cultural heritage. Components 1, 2.1, and 2.3 aim to build strong foundations for learning and wellbeing, strengthening and operationalizing MOE’s STEM education framework, and strengthening the student learning assessment system, none of which will have adverse environmental impacts; however, potential face-to-face training activities may entail risk of exposure to COVID-19. The risks related to procuring Grades 5 and 6 with classroom resources, and laboratory equipment to enable the adequate implementation of the STEM guide and equipping schools with adequate digital infrastructure needed to deliver, where relevant, the high-tech adaptive learning packages under subcomponent 2.2 is not expected to have adverse impact on energy consumption. Risks related to proper management and disposal of the different equipment’s at the end of life is expected, in addition to minor environmental risks and impacts including occupational health and safety risks on workers including risk of exposure to COVID-19, and related accidents, and generation of minor amounts of wastes may result if equipment’s installation is required. Minor risk related to waste management during operation is associated to equipment’s operation, while no raw material will be procured under the program. Moreover, the program investigates the feasibility of innovative solutions to reach students in remote areas, including the idea of potential mobile libraries and laboratories, the supply of equipment’s and vehicles is not expected to have adverse impact on the energy and resources efficiency or cause pollution. As the MPA phase 1 activities are to be implemented in the Gaza Strip, Phase 1 will only support sites that have been cleared of Unexploded Ordnances (UXO) and cleared of related rubble in the Gaza Strip, and therefore, the risks and impacts due to UXOs will be low. Additionally, any political unrest may cause delays of implementing some of the program activities that rely on supply of goods. On the other hand, the PCU capacity was reassessed during the program preparation. The PCU engaged a consultant to support the ESO in preparing the ESF documents, however, the quality of deliverables affected the delivery time plan, where also the PCU has ended the ESO contract as of December 31, 2021. Consequently, the PCU has limited capacity to prepare and implement the program. While there is a commitment by the MoE to replace the ESO, the environmental risk is maintained as moderate due to current E&S capacity issues and the identified environmental risks.

Social Risk Rating

Moderate

On social aspects, the program is expected to have overall positive impacts. The program does not involve any civil works or land acquisition and resettlement. However, certain risks have been identified that need to be assessed and mitigated as required. The social risk at appraisal stage is assessed as moderate. The primary social risk across all components is of exclusion and inequitable access to program benefits. There is a potential risk that schools and staff (teachers, principals, supervisors, counselors), and consequently students and parents/families, in underserved

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and marginalized areas in the West Bank and more specifically in Gaza, due to the political situation, (e.g. rural and remote locations, access restricted areas (ARAs etc.)) might not benefit equitably from the interventions supported under the program (e.g. provision of books, trainings, piloting of score card, use of digital technology for learning, provision of digital skills etc.). Similarly, there is a risk that requirements of children with disabilities, learning and physical, and concerns and needs of underserved and marginalized groups (e.g. children living in single-parents' households, the poor, people in remote locations etc.) might be overlooked in the development of learning strategies, stakeholder engagement and information dissemination mechanisms included in the program design. Additional social risks pertain to data privacy breach in the use of digital technologies, health and safety of workers and communities due to potential exposure to COVID-19, for example during face-to-face trainings and installation of equipment, and labor management issues. An additional risk is related to the existing PCU capacity to prepare and monitor the implementation of the E&S instruments including the SEP. The PCU has ended the ESO contract as of December 31, 2021, and consequently, currently the PCU has limited capacity to prepare and implement the program. While there is a commitment by the MoE to replace the ESO, the social risk is maintained as moderate due to current E&S capacity issues and the social risks identified above.

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:

The first phase of SERATAC is expected to have an overall positive impact, and the first phase environmental and social risks are rated as moderate. The MPA Phase 1 does not envisage any civil works, and none of the activities are expected to have adverse impact on biodiversity, tangible, or intangible cultural heritage.

Components 1, 2.1, and 2.3 aim to build strong foundations for learning and wellbeing, strengthening and operationalizing MOE's STEM education framework, and strengthening the student learning assessment system, none of which will have adverse environmental impacts.

Procuring classroom resources, laboratory equipment, digital infrastructure equipment's, and the mobile laboratories are not expected to have adverse impact on energy and resources consumption or cause pollution. However, the technical specifications of the equipment's and the mobile vehicles supply bidding documents should comply with pollution prevention, and resources efficiency measures including, exhaust emission, energy efficiency, and fuel-efficient consumption standards.

An e-waste management plan to guide handling and disposal of e-waste at the end-of-life of the different digital equipment's. will be prepared, cleared, and disclosed within two months of the Program Effectiveness Date.

Measures to mitigate potential risks related to occupational health and safety risks on workers, including risk of exposure to COVID-19, and related accidents, in addition to generation of minor amounts of waste that may result due equipment installation will be included in the technical specifications of the supplies bidding documents, and the POM. On the other hand, no raw material will be procured under the program, where measures for safe disposal of waste during equipment's operation will be included in the POM, while the technical specification will identify requirements for guidelines, and training relevant to the safe operation of the laboratory equipment's.



As the program’s Phase 1 activities will be implemented in the Gaza Strip, MOE/PCU commitment to document the United Nations Mine Action Service (UNMAS) certificate for beneficiary schools that have been shelled in the Gaza Strip prior to commencement of the program activities will be addressed in the POM.

As stated earlier, the program is expected to have overall positive social impacts. The program does not involve any civil works or land acquisition and resettlement. However, there are certain “moderate” level social risks related to exclusion of certain beneficiary groups, data privacy breach in the use of digital technologies, health and safety of workers and communities due to potential exposure to COVID-19, for example during face-to-face trainings, and labor and working conditions.

The MoE will prepare a Social Impact Assessment (SIA) to further assess the social risks. The SIA will include an assessment of potential risks such as the risk of exclusion and inequitable distribution of program benefits; SEA/SH (including in the digital space); health and safety measures for students and teachers due to procurement of equipment for laboratories and mobile laboratories. The SIA will be cleared and disclosed prior to the effectiveness date. Recommended mitigation measures will be included in the POM. The program will also explore the feasibility of using innovative solutions to reach students in remote areas, including use of mobile libraries and laboratories.

The Stakeholder Engagement Plan (SEP) has been reviewed and cleared by the Bank and disclosed in-country on January 18th, 2022 and will be disclosed on the Bank system prior to program appraisal date. The SEP includes details of stakeholder engagement and information dissemination activities that will be conducted with various program stakeholders, including vulnerable groups, throughout the life of the program. For purposes of grievance redress, the program will strengthen and use the grievance mechanisms (GMs), for stakeholders and workers, that have been put in place in the MOE for the ECD project, including for any potential cases of SEA/SH.

The MOE will also prepare standalone LMP for the program. The LMP will be consulted on, reviewed and cleared by the Bank, and disclosed in-country and on the Bank system prior to the Program Effectiveness.

Due to the tight timeline for the preparation of this phase of the MPA, where the PCU also requires further time to hire a qualified consultant and prepare the ESF instruments, the Program team sought clearance to defer the LMP and the SIA prior to the Program effectiveness date, and the E-waste management plan within two months of the Program effectiveness date. The Environmental and Social Commitment Plan (ESCP) reflects that the disclosure of these instruments would be considered an effectiveness condition. The ESCP has been finalized and disclosed in country on February 15th, 2022 and will be disclosed on the bank websites prior to the project appraisal date.

Regarding the PCU capacity, as the contract of the ESO of the ECD project in the West Bank wasn’t extended by the MOE/PCU at the end of December 2021, the MOE will hire a qualified ESO by April 2022. The ESO will be hired under the ECD project and will also be responsible for implementing the E&S requirements of the SERATAC, including the preparation of the ESF documents that have to be delivered prior to the program effectiveness date. The ESO will be assisted by a Support ESO, who has been assigned in the Gaza Strip starting February 2022. The support ESO will be responsible for implementing the E&S management of the ECD Project and SERATAC interventions in the Gaza Strip under the supervision of the ESO.



ESS10 Stakeholder Engagement and Information Disclosure

The project's affected parties include: students in grades 1-12; teachers of lower basic grades and preservice teachers; supervisors of lower basic and middle grades; lab supervisors; principals of lower basic education schools; and staff of several MOE centers and departments namely the National Institute for Educational Training (NIET), National Center for Student Assessment, Curriculum Center staff; General Education Department, Supervision and Education, Qualification Department, D.G Assessment, Evaluations and Examination, Center for Educational, Research and Development and Curricula Center.

Parties interested in the project include (but are not limited to): university faculties of education, technical colleges, teacher professional organizations, educators, trainers, developers of curriculum and teaching and learning materials (public and private), children's book authors, publishers, producers of children's entertainment, researchers, internet service providers, international partners including the International Association of Education and Vocational Guidance, UNICEF, UNRWA, departments responsible for child development, finance, IT and planning at MOE, equipment suppliers, workers and the media.

Vulnerable or marginalized groups impacted by the project include (but are not limited to): children and their families living in remote locations (i.e. Bedouin communities, H2 area in Hebron City, schools located behind the Wall) or without access to technology; persons with disabilities (PWD), and children living in single-parents' households.

A SEP has been prepared for the project and includes measures for stakeholder consultation, information dissemination and disclosure, and grievance redress. The SEP also includes a comprehensive identification of various categories of stakeholders and a methodology for ongoing information sharing and disclosure and consultation with all stakeholders, including marginalized groups, to ensure that all stakeholders are engaged throughout the life of the project. The SEP also includes details of a Grievance Mechanism (GM) for the program. The program will strengthen and use the GM that has been put in place by the MOE for the ECD project. This grievance mechanism includes prevention and mitigation measures to address any GBV/SEA/SH related complaints, including survivors' referral mechanisms.

The SEP was consulted on virtually on December 15, 2021 and details of the consultation have been included in the document. Participants included representatives of: several departments of MOE including the General Education Department, Supervision and Education Qualification Department, D.G Assessment and Evaluations and Examination Department, school principals, members of school parent councils such as the Masqat Girls School and Al Fattah Secondary Comprehensive School, local NGOs working in the field of education such as al-Nayzak and Al-Qattan for Sustainable Development, and local Universities such as Birzeit and Al-Quds Universities.

The stakeholder consultation meetings were conducted in line with the national restrictions regarding public gatherings during the COVID-19 pandemic and the World Bank's guidance note on "Public Consultations and Stakeholder Engagement in World Bank-supported operations when there are constraints on conducting public meetings".

The SEP was reviewed and cleared by the Bank and disclosed in-country on January 18, 2022 and will be disclosed on the Bank system prior to program appraisal date. The SEP is a 'living' document and hence, can be updated



periodically during program implementation. The ESCP includes the condition for updating the SEP, as required, during program implementation.

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

The program workers will include direct workers (e.g. PCU staff), contracted workers (e.g. for consultancy services), and primary supply workers (e.g. for equipment required for the program). The primary labor risks pertain to OHS and working conditions, an assessment of program workers will be done during the preparation of the standalone LMP. The LMP will be consulted on, reviewed, and cleared by the Bank, and disclosed in-country and on the Bank system prior to the Program Effectiveness date.

LMP, as noted above, will be prepared, and will cover an assessment of potential labor related risks; an overview of labor regulations, policies and procedures; an assessment of and plan to prevent GBV/SEA and SH proportionate to the level of risk; contract terms and conditions; working age regulations; the Ministry of Health guideline and the World Health Organization (WHO) guidelines in response to COVID-19, and other requirements of ESS2. In line with the requirements of ESS2, a workers' GM will also be designed as part of the LMP and operationalized. This will be separate from the GM established under ESS10.

Finally, in addition to the program workers identified above, some MOE civil servants may also work in connection (full-time or part-time) with the program without being formally transferred to the program. Labor conditions as per ESS2 will not apply to such workers, and they will remain subject to the terms and conditions of their employment with the MoE, except for OHS. Provisions of ESS2 related to protection in the work force (i.e. regarding child labor, minimum age and forced labor) and OHS, as well as the provisions for SEA/SH (signing of CoC), will apply to all program workers.

The MoE will develop and implement workers code of conduct for all Program workers as part of the LMP and will ensure workers sign and understand the code of conduct at the time of employment /engagement in the Program. Requirement for the LMP will be incorporated into the procurement documents of suppliers. Suppliers shall be monitored to ensure compliance with LMP provisions in their respective contracts.

ESS3 Resource Efficiency and Pollution Prevention and Management

This standard is relevant. The implementation of subcomponent 2.2 will include procuring Grades 5 and 6 with classroom and laboratory equipment's to enable the adequate implementation of the STEM guide, in addition to equipping schools with adequate digital infrastructure needed to deliver, where relevant, the high-tech adaptive learning packages, in addition to the innovative solutions related to mobile libraries and laboratories.



Different types of waste are envisaged during the program lifetime, where (i) minor waste quantities are expected during installation of the equipment's, measures for waste management will be included in the technical specifications of the bidding documents, and addressed in the POM, (ii) while no raw material will be procured, the technical specification of the laboratories equipment to define guidelines on the safe disposal of the related waste during the operation of the equipment's in compliance with the national regulation, this measure will be incorporated under the POM, and (iii) an e-waste management plan to guide handling, management, and disposal of the e-waste at the end of life of the digital equipment's will be prepared and disclosed within two month of the program effectiveness date.

With regards to the resource's efficiency, the energy consumption due to the introduction of the equipment's is not expected to increase significantly, energy efficiency standards shall be included in the equipment's technical specifications. The mobile libraries and the laboratories vehicles technical specifications should comply with the fuel-efficient consumption, and emission standards.

ESS4 Community Health and Safety

This standard is relevant. There is a potential health risk of community exposure to COVID-19 during face-to-face training activities. In addition, there is a risk of SEA/SH both during face-to-face trainings and activities and in the digital space. The supply and installation of equipment to enhance digital infrastructure may also entail health risks related to exposure to COVID-19.

Measures and guidelines to minimize community health and safety risks related to exposure to COVID-19, and other risks will be included in the ESHS section or the specifications of the supplies bidding documents. Community Health and Safety Measures include measures to minimize the potential for community exposure to communicable diseases; provisions to prevent and respond to GBV, SEA, or SH; and measures to ensure fire safety at the training facilities and school buildings, where feasible, in a manner consistent with ESS1 and ESS10 and proportionate to the risks. For example, through strengthening referral pathways within the GM; provision of measures for hazardous and non-hazardous waste handling and disposal and fire safety, and health and safety measures associated with the use of the laboratory equipment.

ESS5 Land Acquisition, Restrictions on Land Use and Involuntary Resettlement

ESS5 is not relevant. There is no land acquisition required under the project.

ESS6 Biodiversity Conservation and Sustainable Management of Living Natural Resources

Not applicable, As the MPA Phase 1 will not include civil works.

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



This standard is not relevant. There are no known indigenous peoples/sub-Saharan African Historically Underserved Traditional Local Communities in Palestine

ESS8 Cultural Heritage

Not applicable. No tangible or intangible cultural heritage will be impacted by the MPA Phase 1 activities. The MPA Phase 1 will not include civil works.

ESS9 Financial Intermediaries

This standard is not relevant. No financial intermediaries are involved in the project.

C. Legal Operational Policies that Apply

OP 7.50 Projects on International Waterways No

OP 7.60 Projects in Disputed Areas No

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? No

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

Use of the Borrower Framework is not considered. The program will rely on the Bank’s framework for management of environmental and social aspects, and this will be implemented through the PCU.

IV. CONTACT POINTS

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Borrower/Client/Recipient

Public Disclosure



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Borrower: Palestinian Liberation Organization

Implementing Agency(ies)

Implementing Agency: Ministry of Education

V. FOR MORE INFORMATION CONTACT

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VI. APPROVAL

Task Team Leader(s):	Samira Nikaein Towfighian, Samira Ahmed Hillis
Practice Manager (ENR/Social)	Pia Peeters Cleared on 15-Feb-2022 at 10:44:14 GMT-05:00