

Ministry of Education and Higher Education

Supporting an Education Reform Agenda for Improved Teaching, Assessment and Career Pathways (SERATAC)- Phase 2

Terms of Reference (TOR)

ASSISTANT TECHNICAL COORDINATOR

I. Introduction

The Ministry of Education and Higher Education (MoEHE) has received two grants from the World Bank to implement the following projects:

1. **“Supporting an Education Reform Agenda for Improved Teaching, Assessment and Career Pathways (SERATAC)” - Phase 1.** The program aims at improving education outcomes of primary and secondary students and increasing student pathways to tertiary education and the labor market.” This project is the first phase of a multiphase programmatic approach (MPA), and it includes three technical components as follows:

1. **Component 1:** Building strong foundations for learning and wellbeing
2. **Component 2:** Harnessing technology to improve STEM learning and better equip students for the labor market
3. **Component 3:** Strengthening the student learning assessment system

2. **“Supporting an Education Reform Agenda for Improved Teaching, Assessment and Career Pathways (SERATAC)”- Phase 2.** The objective of the project is to increase access to learning recovery program for Palestinian students. The project is the first phase of a multiphase programmatic approach (MPA), and it includes three technical subcomponents as follows:

1. **Component 1:** Recovery of Learning Losses
 - a. **Subcomponent 1.1:** Recovery of Early Learning
 - b. **Subcomponent 1.2:** Recovery of Learning Losses with Targeted Support for Grades 1-6
 - c. **Subcomponent 1.3:** Recovery of Learning Losses with Targeted Support for Grades 7-12

II. Objective of the Consultancy:

The Ministry of Education and Higher Education is considering the selection of a qualified Assistant Technical Coordinator to support the MOEHE and the PCU’s technical coordinators in the implementation and follow-up of all activities and sub-activities associated with the following projects’ components:

SERATAC-Phase 1:

1. Component 1 and its associated activities that will be undertaken to: (i) improve grades 1–4 Arabic language arts instruction (reading, writing, speaking, and listening), (ii) further develop preservice teacher education, and (iii) expand access to kindergarten by scaling up PPPs.
2. Component 2 and its associated activities that will be undertaken to: (i) strengthen and operationalize MOEHE’s STEM Framework, (ii) implement selected classroom-level interventions proposed under MOEHE’s STEM Framework, including the design and implementation of an adaptive learning program in mathematics in Grade 5 classrooms, and (iii) the development of an effective school guidance counseling system.
3. Component 3: liaise and follow up with relevant MOEHE departments to coordinate the day-to-day implementation of Component 3 activities to strengthen the Palestinian student learning assessment system.

SERATAC Phase 2:

1. Subcomponent 1.1 and its associated activities that will be undertaken to: scaling up of the ECD Public-Private Partnerships program to mitigate reduced kindergarten enrolment rates related to families' financial strains and support MOEHE in its goal to universalize access to kindergarten services.
2. Subcomponent 1.2 and its associated activities that will be undertaken to: the provision of tools, guidance and materials for teachers to monitor and respond to learning needs in the foundational subjects of Arabic and mathematics and to bolster evidence-informed teaching and learning, including in primary schools: (i) provide teachers with simple standardized formative assessment tools to help assess student learning levels; (ii) tools for teacher-led tracking and monitoring of children's achievements of key learning objectives; (iii) supporting interventions that adjust teaching practices to appropriate student learning levels, helping to bridge existing learning gaps and catch up on lost learning; and (iv) design and implement a program to bring additional in-classroom support, through the mobilization of volunteer assistant teachers in lower and upper primary grades
3. Subcomponent 1.3 and its associated activities that will be undertaken to: the development and implementation of a program providing subject specific academic support, counseling to support student well-being including potentially through volunteer assistant counselors and enhanced connectivity, equipment, and online resources for upper primary and secondary school students.

III. Scope of Work

Under the supervision of the PCU Director and as instructed by the technical advisor and coordinators under SERATAC, the assistant technical coordinator will perform the following tasks:

Coordination, planning, and liaison:

- Follow up with the Task Management Teams for all Components and support the PCU to plan, coordinate, and implement activities.
- Liaise and coordinate regularly with MOEHE's various directorates, departments, district offices, kindergartens, schools, principals, teachers, supervisors, counselors, development partners, Education Cluster, civil society organizations, and other key stakeholders.
- Facilitate meetings and conduct workshops to ensure consultations and dissemination of strategies and documents developed under the project.
- Participate in regular component meetings and follow up on agreed-upon actions.

Technical reviews and knowledge sharing:

- Support the technical coordinators in processing data and preparing reports related to technical reviews and evaluations of consultancy proposals and deliverables.
- Coordinate, compile, and deliver technical feedback from the MOEHE technical teams.
- Provide expert trainers with organizational and technical support to prepare and conduct training of different stakeholders (i.e. principals, supervisors, teachers, Ministry staff, counselors, etc.).
- Support MoEHE in knowledge-sharing and dissemination events and manage associated logistics.

Monitoring and evaluation:

- Collect data as instructed by technical coordinators to monitor the implementation and impact of activities supported under the project and report on the project results framework indicators.

- Develop data collection templates and online surveys as needed and follow up with MOEHE's various directorates, departments, district offices, kindergartens, schools, principals, teachers, supervisors, counselors, and other key stakeholders to obtain needed inputs in a timely manner.
- Provide quality assurance, verify, and clean the data collected under the project.
- Support data analysis in coordination with relevant MOEHE departments.
- Participate in field visits to monitor and evaluate the progress of components' activities.

Administrative and logistical support:

- Write high-quality meeting minutes, and compile and maintain a proper and adequate archiving system for project reports, minutes of meetings, and technical deliverables.
- Access and provide (through logical electronic filing) all MOEHE documentation needed by the partners and consultants such as universities, firms, individual experts, etc.
- Conduct phone calls, manage emails, schedule meetings, share calendar invites, and provide Zoom connection details as needed to facilitate smooth project implementation.
- Coordinate with the PCU's translation expert as needed on the translation of technical documents and presentations into English or Arabic.
- Conduct any other tasks assigned by the Project Coordination Unit (PCU) Director to achieve program objectives.

IV. Deliverables

Deliverable	Description of the Deliverable	Delivery Date/Frequency
Weekly and monthly progress updates	<ul style="list-style-type: none"> • Short weekly and monthly progress updates verbally or in writing as requested by the PCU Director, Technical Coordinators, and World Bank team. 	Weekly/monthly
Semi-annual technical progress report	<ul style="list-style-type: none"> • Preparation of semi-annual and annual technical reports showing the technical progress achieved under the related components, and an analysis of their status based on the objectives, outputs and performance indicators. • Review and update the project performance matrix and results framework indicators. 	Semi-annual reports to be delivered on July 15 th and January 15 th of each year until the project closing.
Midterm Report	<ul style="list-style-type: none"> • Contribute to the preparation of the Midterm Report and Restructuring Paper that MoEHE will prepare and furnish to the World Bank describing the results and progress achieved in the implementation of the project during the period preceding the date of such report, laying out the measures recommended to ensure the efficient implementation of the project and the achievement of the SERATAC Program Development Objective (PrDO) during the period following such date. 	When requested by the World Bank.

V. Minimum Required Qualifications:

- BA Degree in Education, Project Management, Business Administration, or any related field. Master Degree or Post Graduate diploma is a plus.

- At least 3 years of relevant experience in project management in the education sector, preferably with a donor, development partner, private foundation, or non-governmental organization.
- Demonstrated data collection and analysis skills.
- Strong computer skills, particularly with shared drives, emails, and Microsoft Office programs including word excel, power point.
- Good oral and writing communication skills, presentation skills, and planning and analysis skills.
- Excellent organization and time management skills, and strong attention to detail.
- Fluency in Arabic and English (reading, speaking, and writing).
- Ability to draft concise reports, facilitate meetings and workshops, and synthesize feedback received from different stakeholders in English and Arabic.
- Ability to work independently and in a team.

VI. Time Frame:

The contract will be for 11 months from February 1st, 2026 until December 31st, 2026, renewable upon assessment of performance and need. The consultant shall follow the regular working days/hours of the Ministry of Education (i.e work 5 days a week, 7 hours a day (from 08:00 to 03:00). The consultant shall be prepared for meetings that may be conducted outside of regular working hours due to stakeholders being in different timezones.

VII. Type of Contract:

The consultant will be selected in accordance with the “World Bank Procurement Regulations for Investment Project Financing Borrowers” dated July 2016, revised November 2017, and in August 2018, November 2020, and September 2023 and February 2025 (Selection of Individual Consultants).

The contract type is time-based, and payments will be disbursed on a monthly basis.

VIII. Place of Work:

The assistant technical coordinators will be based at the MOEHE headquarter in Ramallah with regular travel to the involved education district offices, schools, universities, and meetings with other stakeholders and as needed.

IX. Reporting:

The consultant will report to the PCU Director and under the daily guidance and instructions of the PCU’s technical advisor & coordinators.