

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)

Environmental and Social Officer

I. Introduction

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

1. **“Improving Early Childhood Development in the West Bank and Gaza (ECD)”** project. This project aims to improve the coverage and quality of targeted ECD services for children from gestation until age 5, and it includes the following components as follows:
 1. **Component 1:** Promoting early healthy development – **(implemented by Ministry of Health MOH)**
 2. **Component 2:** Improving access to high-quality KG services – **(implemented by MOEHE)**

2. **“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

3. **“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 (MoEHE) is considering the selection of a qualified Environmental and Social Officer to support the MOEHE and the PCU in the implementation and follow-up of all activities and sub-activities associated with the following projects' components:

ECD:

1. **Component 1 (Implemented by Ministry of Health/ MOH):** The main aim of this component is to improve the holistic development of children from gestation until age 3 by strengthening pre- and postnatal care and improving nutrition and early stimulation during the critical first 1,000 days of life.
2. **Component 2 (Implemented by MoEHE):** The main aim of this component is to expand access to KG2 and improve the quality of KG services, as per these outputs of (i) increase access to KG2 by financing the expansion of public and private provision through the refurbishment and extensions of public KG2 classrooms, and the design and piloting of a public-private partnership (PPP) model, (ii) enhancing the quality of services in kindergartens through the roll-out of the in-service KG teacher professional diploma, development, production and distribution of a KG teacher toolkit, and the strengthening of the KG quality assurance system.

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, the Environmental and Social Officer will perform the following tasks:

A. Environmental and Social Safeguards Implementation and Supervision

- Coordinate with the PCU director to include E&S compliance and capacity building activities and tasks within each Project workplan and annual budget and implement the plan accordingly.
- Supervise implementation of the World Bank Environmental and Social Framework through the projects ES documents; Environmental and Social Management Plan ([ESMP](#)), [Environmental and Social Commitment Plan \(ESCP\)](#), [Labor Management Procedures \(LMP\)](#), [Stakeholders Engagement Plan \(SEP\)](#), SERATAC Social Impact Assessment ([SIA](#)) and the Project Operational Manual (POM).
- If required, prepare, implement, and oversee site-specific Environmental and Social Management Plans (ESMPs) for project sites as needed.
- If required, prepare the Environmental and Social Impact Assessment (ESIA) Terms of Reference (ToR), manage the ESIA contract, review the ESIA, lead consultations, and implement ESIA/ESMP mitigation measures and plans during the project activities implementation.
- Coordinate with the ES focal points/ES specialists in Gaza Strip or/and the UN/Contractor ES staff and ensure their understanding of their respective activities ES requirements, and effectively supervise compliance
- Work closely with procurement officers to include relevant environmental and social instruments and clauses in procurement and contract documents. Monitor contractors' compliance with ESMPs and other environmental and social requirements and prepare E&S compliance and progress reports
- Deliver or facilitate delivering capacity building needs identified in the respective projects ES instruments.

B. Monitoring, Reporting, and Coordination

- Support the closing of the ECD project across all components through relevant inputs to the preparation of the Implementation Completion and Results Report (ICR), in collaboration with the ESO at Ministry of Health.
- Monitor the implementation of the E&S requirements for each sub-project and activity in accordance with the respective ES instruments, advise on retrieving compliance in accordance with the ESF the project ES requirements, and report on actions and the progress in addressing compliance.
- Prepare and submit periodic environmental and social compliance monitoring and progress reports to the PCU Director and the World Bank, on a quarterly basis or as required.
- Identify, document, and report any E&S incidents or non-compliances to the PCU Director and World Bank team in a timely manner, in accordance with the ESMP.

- Identify and immediately communicate with PCU director and the World Bank ES team of any issues, challenges, or emerging risks.
- Effectively engage and present E&S compliance requirements and progress in project-related meetings, including donor missions, and prepare environmental and social safeguard inputs and reports for missions.
- Carry out other related duties as required by the project or as directed by the PCU Director.

C. Stakeholder Engagement and Information Disclosure

- Conduct stakeholder consultations and maintain detailed records, including consultation methods, participants, dates, locations, and summary minutes.
- Ensure effective stakeholder engagement, timely disclosure of environmental and social information, and use of designated communication channels.
- Given the context in the West Bank, the E&S Officer will be expected to apply heightened security considerations when conducting field visits or community consultations.

D. Community Relations, Grievance Management, and Safety

- Maintain positive community relations and address community concerns as they arise.
- Monitor and support implementation of the Grievance Redress Mechanism (GRM) in collaboration with the Complaint Unit at the ministry, including updating procedures, tracking complaints, and reporting.
- Support measures to promote community and worker safety, awareness, and responsiveness to grievances.

E. Capacity Building and Awareness Raising

- Conduct capacity assessments and identify environmental and social capacity-building needs for different stakeholders.
- Support, deliver environmental and social training, awareness activities, and communication materials to PCU and relevant ministry staff. And facilitate delivering “advanced” ESF training needs to the mentioned stakeholders

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 and World Bank team. 	Weekly/monthly
Environmental and Social documents	<ul style="list-style-type: none"> • Preparation of environmental and social documents for the different projects and subprojects/activities, also updates of these documents as required or upon request • Continuous updates on the ESCP, documentation of stakeholder engagement conducted in alignment with the SEP, etc.. 	As required upon instruction of PCU Director and World Bank Team.

	<ul style="list-style-type: none"> Report on and update the project performance matrix and results framework indicators. 	
Quarterly, Semi Annual and Annual Environmental and Social Reports & Project Documentation	<ul style="list-style-type: none"> Contribute to the preparation of the environmental and social chapters of periodic reports (Quarterly, Semi Annual and Annual Reports), in addition to reviewing E&S assessment and mitigation requirements to official agreement documents or updated papers, etc]=. 	Periodically and as required upon instruction of PCU Director and World Bank Team.

V. Minimum Required Qualifications:

1. Minimum Bachelor's degree in environmental studies, social studies, or any other related field.
2. Minimum 5 years of work experience in environmental and social risk management for projects in relevant sectors.
3. Experience in preparing environmental and social risk assessment and management studies, and plans in accordance with national and International Environmental and Social Standards and preferably the world bank Environmental and Social Framework
4. Experience in stakeholder and community engagement in relevant sectors.
5. Good oral and writing communication skills, presentation skills, and planning and analysis skills.
6. Excellent organization and time management skills, and strong attention to detail.
7. Strong computer skills, particularly with shared drives, emails, and Microsoft Office programs including word excel, power point.
8. Fluency in Arabic and English (reading, speaking, and writing).
9. Ability to draft concise reports, facilitate meetings and workshops, and synthesize feedback received from different stakeholders in English and Arabic.
10. Ability to work independently and in a team.
11. Proven ability to communicate effectively, understand community and stakeholder perspectives and vulnerabilities and to engage with project affected people and project management teams positively and constructively.

VI. Time Frame:

The contract will be for 8 months from May 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.

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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 consultant shall work at MOE headquarters in Ramallah with possible visits to education district offices as needed.

IX. Reporting:

The consultant will report to the PCU Director.