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)
Technical Coordinator for (SERATAC)- Phase 2

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 7-9

II. Objective of the Consultancy

The Ministry of Education and Higher Education is considering the selection of a qualified individual technical coordinator for SERATAC to support the MoEHE in the coordination of the day-to-day implementation of the following 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, the Technical Coordinator will conduct the following tasks:

General implementation support across SERATAC Phases & Components:

- Work collaboratively with the PCU and relevant technical committees to plan, coordinate, and support the implementation of SERATAC activities.
- Coordinate and liaise with MoEHE line departments, directorates, district offices, schools, supervisors, local and international development partners, civil society

organizations, and other key stakeholders to ensure coherence, alignment, and effective implementation of project activities.

- Coordinate closely with and provide regular updates to the World Bank Task Team Leader and Technical Leads.
- Serve as a member of technical evaluation committees for the selection of international and local consulting entities or universities as required.
- Conduct technical reviews of reports and deliverables submitted by international and local consultants or universities and support MoEHE technical teams in verifying deliverables in line with agreed TORs and deliverables schedules.
- Coordinate, compile, and communicate consolidated technical feedback from MoEHE technical teams to international and local consulting entities or universities.
- Plan and facilitate information-sharing meetings, workshops, and consultations to disseminate project strategies, frameworks, plans, and documents, and to collect stakeholder feedback on deliverables.
- Ensure access to, and proper electronic archiving of, all relevant MoEHE documentation, including project reports, meeting minutes, and technical deliverables, in accordance with agreed filing and documentation standards.
- Participate in field visits to monitor and assess progress in the implementation of project components and activities.

SERATAC Phase 1 Implementation Support:

- Under Component 1:
  - Support the Ministry in the timely identification of lower primary schools to receive in-service training and guidance materials, in order to foster learning-conducive school environments.
  - Follow up on the implementation of the Arabic screening check to be conducted at the end of the 2025/2026 academic year for Grade 1 students.
- Under Components 2 & 3:
  - Perform any other tasks assigned by the PCU Director and in close coordination with the SERATAC Technical Advisor to support achievement of the project objectives.

SERATAC Phase 2 Implementation Support:

- Under Subcomponent 1.1:
  - Perform any other tasks assigned by the PCU Director and in close coordination with the Early Years Technical Coordinator to support achievement of the project objectives.
- Under Subcomponents 1.2 and 1.3:
  - Provide technical oversight and organizational and logistical support to expert trainers during the preparation, implementation, and follow-up on teaching and learning materials & training of assistant volunteer teachers, tutors, and counselors.
  - Assist in the review and selection of assistant volunteer teachers, tutors, and counselors, in close collaboration with MoEHE and the relevant technical firms and universities.
  - Assist in the review and selection of schools selected to benefit from learning support programs for Grades 1-6 and 7-9.

o Support the development and implementation of monitoring and evaluation plans, with upgraded version based on the lessons learned from the pilot and continuous monitoring and iterative improvement throughout implementation.
o Assist in the review and enhancement of online learning resources for students in Grades 10-12.

IV. Deliverables

Deliverable	Description of the Deliverable	Delivery Date/Frequency
Semi-annual and annual technical progress reports for SERATAC Phase 1	• Preparation of semi-annual and annual technical reports showing the technical progress achieved under SERATAC 1, and an analysis of their status based on the objectives, outputs and performance indicators of Phase 1. • Review and update the project performance matrix.	Semi-annual reports to be delivered on July 15th and January 15th of each year until the project closes.
Midterm Report for SERATAC Phase 1	• Contribute to the preparation of the Midterm Report that MoEHE will prepare and furnish to the 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 PrDO during the period following such date.	When requested by the World Bank.
Completion report	• Submission of a Completion Report for Phase 1 describing implementation challenges, lessons learned, and concrete recommendations for a smooth implementation of Phase 2.	When requested
Semi-annual technical progress reports on SERATAC-Phase 2	• Prepare and provide Semi-annual and annual technical reports showing the technical progress in the different activities in Subcomponents 1,1, 1,2 and 1.3 under SERATAC-Phase 2, and analysis of their status based on the objectives, outputs and performance indicators of the project. This also includes reviewing and updating the project performance matrix.	Semi-annual report to be delivered on July 15th and January 15th of each year until the project closes.

V. Minimum Required Qualifications

- Master Degree in education or a related field.
- At least 8 years experience in project management in the education sector, preferably including some practical teaching and/or training experience.
- Experience and familiarity with the Palestinian education sector and context.
- Demonstrated experience of the best international practices in education and teaching practices.
- Demonstrated knowledge in the development of teaching and learning materials and/or teacher trainings desired.
- Strong computer skills, particularly with email, spreadsheets and word processing.
- Good oral and writing communication, presentation skills, planning and analysis skills.
- Excellent organization and time management skills.
- Report writing skills in Arabic and English
- Ability to work independently and in a team.

VI. Time Frame:

The contract will be for about 11 months from February 1ˢᵗ until Decemeber 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 technical coordinator 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.