

TERMS OF REFERENCE (TOR)

School Guidance Counseling in West Bank & Gaza Schools

Supporting an Education Reform Agenda for improving Teaching, Assessment and Career Pathways (SERATAC)

Supporting the development of an effective school guidance counseling workforce in West Bank & Gaza schools

I. Introduction

The Ministry of Education and Higher Education (MOEHE) has received a grant from the World Bank to implement the “**Supporting an Education Reform Agenda for Improved Teaching, Assessment and Career Pathways (SERATAC)**” program. The program aims at improving education outcomes of primary and secondary students and increasing student pathways to tertiary education and the labor market.

The program is the first phase of a multiphase programmatic approach, and includes three components as follows:

- **Component 1:** Building strong foundations for learning and wellbeing
- **Component 2:** Harnessing technology to improve Science, Technology, and Mathematics (STEM) learning and better equip students for the labor market
- **Component 3:** Strengthening the student learning assessment system

Under Component 2, the aim of this consultancy is to support the enhancement of the MOEHE’s school guidance counseling system to improve academic, career, and social-emotional development for grade 9-12 students in the West Bank and Gaza.

II. Context

The Counseling department of the Palestinian Authority’s Ministry of Education and Higher Education manages the provision of school guidance counseling across all directorates in the West Bank and Gaza. As of October 2023, there were 1,682 school guidance counselors across the West Bank (1,240) and Gaza (442). This number is inadequate to ensure each school is staffed with a guidance counselor, and in practice some guidance counselors serve two schools at the same time, while some schools do not have any guidance counselors altogether. As of October 2023, it was estimated that the ratio of guidance counselors per student was 1:330 in the West Bank and 1:800 in Gaza.

Guidance counselors often have multiple roles and functions within their schools. Some of these roles include providing career counseling services to students, addressing psycho-social wellbeing, raising awareness on issues of adolescent health and safety, and supporting violence reduction, among others. While responsibilities are wide-ranging, they are also ad-hoc and dependent on the individual school, principal, and/or counselor, as no Ministry policy currently exists to officially delineate the role and expectations of the school guidance counselor workforce. Further, training for school guidance counselors has not been held since 2012 and approximately 1,200 counselors who have since entered the workforce have not received any training.

Within the wide-ranging set of school guidance counselor functions, the Ministry has identified two critical areas where more and better support is needed from school counselors to students: (i) guidance regarding academic and career-related decision-making, and (ii) psycho-social and wellbeing counseling.

(i) *Strengthened guidance regarding academic and career-related decision-making*

Palestinian students choose at Grade 11 between two academic streams: the Humanities stream and the STEM stream (known as the Scientific stream in Palestine). Only 22.5 percent of Grade 11 students enroll in STEM-related fields of study. Reasons for this include students feeling unprepared for the STEM stream and limited career guidance and opportunities to explore and nurture interests in STEM in prior grades. Implications of the imbalance between STEM and Humanities are felt within the labor market: annually, close to 40,000 students graduate from tertiary education institutions, with unemployment rates of Humanities graduates significantly higher (31.8 to 45.6 percent) than STEM graduates (12.4 to 32.5 percent). There is also some division between the Humanities and STEM streams along gender lines: only 44 percent of STEM students after Grade 11 are female. Advising and attracting more female students to enter the STEM stream can contribute positively to improving female labor market participation (81.6 percent of male graduates enter the labor force but only 52.3 percent of female graduates decide to do so), as well as better align with the demands of the labor market.

One way to help address the low number of students choosing the STEM track in high school and, consequently, the low number of students enrolling in STEM related fields in tertiary education, is through a strong career counseling system that helps increase students' awareness of STEM careers, nurture their interests, gives them relevant information on the needs of the labor market, and empowers them to make decisions about fields of study.

(ii) *Psycho-social and wellbeing counseling.*

The ongoing Israeli aggression on Gaza and the unstable situation in West Bank has had huge impact on the education process. . Schools have been suspended in Gaza and West Bank schools move intermittently between in-person and distance education (e.g., for 3 weeks in late-November to early-December 2023). Even while in-person instruction has been in place, episodes of violence and volatility in the West Bank have resulted in difficult schooling conditions.

While school guidance counselors have played consistent and integral roles in providing psycho-social services to students, the current conflict has heightened the need for a better-resourced and better-supported workforce to meet the needs of the school-age population. Psycho-social support needs are immense and wide-ranging. Needs encompass both immediate counseling and outreach to address the acute trauma and responses to war, as well as medium- to long-term programming to promote mental health, student wellbeing, and positive school environments for learning, including identifying referral pathways for students to be better supported.

It is in this context that the Ministry of Education and Higher Education is seeking to recruit a consultant (university/ firm/ JV) with adequate international experience to develop a locally appropriate and evidence-based package for effective school guidance counseling, including a framework, training, and implementation plan, that can support equitable academic and career guidance and provide psychosocial support to grade 9-12 students in the West Bank and Gaza.

An invitation is hereby issued to universities with the required qualifications and experience to apply for this consultancy position.

III. Scope of Work

The consultancy will support the MOEHE to:

- a) **Develop a school guidance counseling framework** that further defines the specific roles and responsibilities of a school guidance counselor in providing academic and career guidance, as well as and psycho-social support;
- b) **Develop a professional development/training certification (including training materials)** for the implementation of said framework, with an emphasis on the quality provision of career counseling and psycho-social support; and
- c) **Create a plan for the rollout of the school guidance counseling framework and training** including developing a strategy to train and deploy school guidance counselors (including to schools that currently do not have a school guidance counselor), and implement the training plan through conducting the training of master trainers.
- d) **Expanding connections between schools, students, and the labor market**

Each task is defined in further detail below.

Task 1: Developing a guidance counseling framework

The consultant will help the MOEHE develop, or adapt, a model of guidance counseling that defines the roles and responsibilities of a guidance counselor, which will be locally relevant to the Palestinian context.

This will include the following subtasks:

Subtask 1.1 Review of existing models of guidance counseling and developing/adapting a suitable framework for guidance counseling for the Palestinian context

The consultant will review: i) global models of school guidance counseling and ii) the status of school guidance counseling in Palestine today. This may include a review of: relevant literature on guidance counseling (with a focus on career and psycho-social support), existing working models of guidance counseling (e.g., models in Ireland or Scotland), and the 2023 report “Review and Stocktaking of the School Career Counseling in West Bank & Gaza” developed under the SERATAC project.

From this review, the consultant will design a guidance counseling framework which is in line with the possibilities and constraints in Palestine. The framework should include (but is not limited to):

- What is the theory of change for the role of guidance counselors, vis-à-vis the opportunities and constraints faced by Palestinian students?
- What are the roles and responsibilities of a school guidance counselor? What are the roles and responsibilities of administrators and teachers in schools where guidance counselors are not available? What type of programming and support should guidance counselors implement in schools?
- What type of counseling is provided to students (i.e., individual or group), and how much time does a guidance counselor have to deliver planned programming/support within the school day?

- What type of training should be available to school guidance counselors? How should the training requirements be differentiated among less and more experienced counselors? What type of training can be provided to non-guidance counseling staff to perform guidance counseling functions when a full-time guidance counselor is not available?
- How can the counseling framework be implemented and sustained over time by the MOEHE?

Subtask 1.2 Development of a clear job profile that includes roles and responsibilities for school guidance counselors

In collaboration with the line departments at MOEHE, the consultant will develop a clear job profile for guidance counselors that defines their roles and responsibilities as well as required qualifications and experience. This job profile will help inform the type of work guidance counselors can do in their schools and the amount of time such responsibilities require.

The following deliverables are expected under Task 1.

Deliverable # 1: Report defining the guidance counseling framework for Palestine.

After reviewing existing models of guidance counseling, the consultant will produce a report that outlines a guidance counseling framework applicable to the Palestinian context. The report will include answers to the following questions:

- What is the theory of change for the role of guidance counselors, vis-à-vis the opportunities and constraints faced by Palestinian students?
- What are the roles and responsibilities of a school guidance counselor?
- What type of programming and support should guidance counselors implement in schools?
- What type of counseling is provided to students (i.e., individual or group), and how much time does a guidance counselor have to deliver planned programming/support within the school day?
- Does a guidance counselor need to be full time in each school, or can one guidance counselor serve more than one school?
- What is a realistic target ratio between counselor and students?
- Should guidance counseling vary (either in modality or in effort) between the different grades e.g., is more support needed in grades 9 and 10 when students decide their tracks, compared to grades 11 and 12?
- What type of training should be available to school guidance counselors? What type of training should be required of school guidance counselors?
- How can the counseling framework be implemented and sustained over time by the MOEHE?

Deliverable # 2: Job profile description for school guidance counselors in Palestine.

The consultant will produce a job description for Palestinian school guidance counselors that may be used in recruitment and hiring. The description should include (but is not limited to):

- What is the academic/vocational experience necessary for a school guidance counselor?
- The roles and responsibilities of the school counselor (drawing from deliverable #1) as well as their functioning within the school community

- The expectations regarding the program of support that a school counselor should implement within schools, including a clear description of the time/hours required to deliver the program of support to students (drawing from deliverable #1).

Deliverable # 3 Revised annual performance evaluation form.

The consultant will update the existing guidance counselor performance evaluation form to better reflect the new guidance counseling framework and job profile of guidance counselors. The updated form will be the basis of a performance evaluation that can be used to identify individual strengths and weaknesses to be supported by the offered professional development program (Task 2).

Task 2: Development of a professional development (training) certification

The consultant will reference deliverables #1-3, and work in close consultation with the MOEHE, to develop a professional development program (with the necessary materials) to help train guidance counselors in Palestine.

This will include the following subtasks:

Subtask 2.1 Design a training model to support school guidance counselors

To continuously support and upskill school guidance counselors throughout their careers, the consultant will define a training strategy that ensures periodic opportunities for guidance counselors to receive support.

The strategy should consider, for example:

- Modalities of training/support for i) certification and ii) continuous support.
- Delivery of training. How can training be delivered? E.g., hybrid delivery, in-person only, etc.
- What can be done synchronously vs. asynchronously?
- What could differentiated learning/training look like, especially given the diversity of work experiences of the existing guidance counselor workforce? E.g., would experienced counselors be subject to the same or different training requirements as new counselors?
- Who would conduct the training? What are the possibilities and constraints with the various national universities, the National Institute for Educational Training (NIET), district supervisors, etc. to train and support counselors?
- How often will counselors be trained?

Subtask 2.2 Development of materials to train school guidance counselors

The consultant will develop the training materials as a series with a range of emphases and with increasing depth of knowledge and skills development which will upskill school guidance counselors in their jobs. The materials will be designed such that they can be used and implemented by the selected modalities (e.g., selected universities, the NIET, supervisors or others, as determined under subtask 2.1, who will be responsible for the sustained certification and training of school guidance counselors). The materials shall be piloted on a small scale and revised based on pilot experience and feedback before finalization.

Materials developed under subtask 2.2. shall cover the range of roles and responsibilities of school guidance counselors, with an emphasis on the provision of career guidance and psycho-social counseling. These materials will take into consideration the ability of counselors to find ways to talk to the students about

their career pathways while being cognizant of the difficulties some might be facing when thinking about the future.

The following deliverables are expected under Task 2.

Deliverable # 4: Training framework

An outline document where the training modality, delivery, and design are described, as well as an overview of the training content. The document shall outline the strategy to differentiate training/training requirements for different levels of proficiency (i.e., new vs. existing guidance counselors) and outline the content to be delivered during certification and continuous support. Finally, the document shall also provide an overview of the roles and functions of the different actors involved in in-service training.

Deliverable # 5: Assessment tool (matrix)

A short diagnostic assessment tool and matrix which would help determine the level/experience of a counselor to determine what level of training they would be required to undertake.

Deliverable # 6: Training materials for guidance counselors

A set of piloted and finalized materials for guidance counselor training and support in Palestine. Materials will cover training for all roles and responsibilities of a guidance counselor, with an emphasis on provision of career guidance and psycho-social counseling. Materials will be fully aligned with the job profile and training strategy developed under tasks 1.1., 1.2., and 2.1. Materials include (but are not limited to): trainer manual(s), participant workbook(s), supporting material(s) i.e., case studies, readings, quizzes, etc.

Deliverable # 7: Corresponding training materials for trainers

Building on Deliverable #6, a corresponding set of piloted and finalized materials for the training of trainers of guidance counselors in Palestine will be developed. Training materials include (but are not limited to): trainer manual(s), participant workbook(s), supporting material(s) i.e., case studies, readings, quizzes, etc.

Task 3: Support the rollout of the school guidance counseling model

Under Task 3, the consultant will provide support to the implementation of the school guidance counseling model. This will include planning for training, conducting the training of trainers (the first level of the training cascade), developing a staffing and deployment strategy,

This will include the following subtasks:

Subtask 3.1 Training plan and implementation of training of trainers

In full consultation with the MOEHE, the consultant will develop an annual training plan with a schedule on how the training will be piloted and rolled out at scale in the following years to all new and existing school guidance counselors.

Also with the MOEHE, the consultant will identify the trainer team to conduct the first training of trainers. The consultant will then conduct the first training of trainers using developed materials. The training shall

cover the West Bank and Gaza and the consultant will agree with the MOEHE team on the considerations for Gaza based on the situation on the ground at the time this subtask begins.

Subtask 3.2 Development of school guidance counseling staffing and deployment strategy

The consultant will develop a strategy to staff and deploy school guidance counselors. Given the context of Palestine, the strategy will have an explicit focus on i) how to support schools without counselors or with extremely high student to counselor ratios, ii) a deployment strategy that considers high-need schools or areas (i.e., those with large numbers of students requiring psycho-social support due to the war), and iii) provision of support in the face of continued schooling disruptions (e.g., virtual guidance counseling, family-visits, etc.), as well as other critical implementation considerations in the current Palestinian context.

The following deliverables are expected under this task:

Deliverable # 8: Training proposal for in-service training rollout

A training proposal along with a detailed training schedule that describes how and when the rollout of the training would be implemented during the first years of implementation.

Deliverable # 9: Training of trainers

The consultant, using materials developed under Task 2, will conduct the first training of trainers. The training should be held in-person if possible but maybe delivered remotely based on an assessment of the situation on the ground at the time this task is carried out.

Deliverable # 10: Staffing and deployment strategy:

A strategy to staff and deploy school guidance counselors with explicit attention on issues critical to the Palestinian context, including (but not limited to):

- Support to schools without counselors or with extremely high student to counselor ratios,
- Strategic deployment of guidance counselors that considers high-need schools or areas (i.e., those with large numbers of students requiring psycho-social support due to the war), and
- Continuity of provision in the face of schooling disruptions (e.g., virtual guidance counseling, family-visits, etc.).

Task 4: Expanding connections between schools, students, and the labor market

Based on the framework defined in Task 1, the consultant will develop an action plan for the MOEHE on how to better align school guidance counseling with the Palestinian labor market to support students to make more informed choices regarding their education and careers.

Subtask 4.1 Conduct a review of strategies and activities that support the alignment between school and the labor market

Based on the information gathered in Task 1 and the defined framework for school guidance counseling, the consultant will conduct a study to review activities and strategies to encourage collaboration between the labor market and school guidance counselors in schools.

This study will review and recommend ways in which the MOEHE could develop and strengthen partnerships at the local and international levels to create relevant opportunities for Grade 9-12 students studying in different streams (scientific, humanities and vocational stream) to explore niche areas and learn about and explore the “world of work”. It might include, for example, the creation of “twinning arrangements” between tertiary education institutions (universities and technical colleges) and secondary schools in the form of campus tours, science fairs, consultant admission fairs, and others. Other examples could include the encouragement of partnerships between district-level coordinators and local businesses to create opportunities for secondary schools in the form of field visits to relevant businesses or factories, career weeks featuring local guest speakers, and others. This could also include strategies for students to connect with Palestinians living abroad.

Subtask 4.2 Recommend school-labor market alignment activities that can be facilitated through an online platform

In alignment with the MOEHE’s interest in creating a digital platform for counselors, families, and students, the consultant will produce a recommendation on activities from Subtask 4.1. that may suitably be facilitated through an online platform. This recommendation shall consider the information needs of different stakeholders such as school guidance counselors, employers, families, and students, and suggest the attributes and functionality of this platform based on a consideration of similar platforms internationally.

The consultant shall collaborate with the MOEHE and an IT consultant who will be working on the localization, technical requirements, and backend development of such platform to provide timely and relevant education and labor market information to the different stakeholders and students from different streams.

The following deliverables are expected under this task:

Deliverable # 11: Report on strategies and activities to build alignment and partnerships between schools and the labor market

The report will identify the approaches and good practices to establish linkages and partnerships between schools and the labor market and employers to help inform about potential labor market opportunities for the students. Furthermore, the report will also identify points of convergence and support between what career counselors can do in the classroom to what can take place outside of the classroom with the support of multiple stakeholders (i.e., activities that can be facilitated at school-, district-, or sector-levels). The report will include a suggested implementation arrangements to gradually develop future linkages and partnerships between schools and the labor market.

Deliverable #12: Report on recommended activities and functionalities of a digital platform to provide timely and relevant education and labor market information to the different stakeholders and students

The report shall recommend activities from Subtask 4.1. that may suitably be facilitated through an online platform and produce a concept for a digital platform including the attributes and functionality to meet the information needs of different stakeholders. The report shall also include a list of recommended platforms globally that exist to inform and facilitate partnerships between schools and the labor market and employers, including an assessment of their main characteristics and strengths.

IV. Main Outputs and Deliverables

Deliverable #	Deliverable	Description of the Deliverable	Delivery Date
Task 1: Developing a guidance counseling framework			
D#1	Report defining the guidance counseling framework for Palestine	<p>After reviewing existing models of guidance counseling, the consultant will produce a report that outlines a guidance counseling framework applicable to the Palestinian context. The report will serve as the basis for additional deliverables. The report will include clear sections that address the following questions:</p> <ul style="list-style-type: none"> • What is the theory of change for the role of guidance counselors, vis-à-vis the opportunities and constraints faced by Palestinian students? • What are the roles and responsibilities of a school guidance counselor? • What type of programming and support should guidance counselor's implement in schools? • What type of counseling is provided to students (i.e., individual or group), and how much time does a guidance counselor have to deliver planned programming/support within the school day? • What type of training should be available to school guidance counselors? • How can the strategy be maintained over time (sustainability)? 	January, 2025
D#2	Job profile description for school guidance counselors in Palestine	<p>The consultant will produce a job description for Palestinian school guidance counselors that may be used in recruitment and hiring. The description should include (but is not limited to):</p> <ul style="list-style-type: none"> • What is the academic/vocational experience necessary for a school guidance counselor. • The roles and responsibilities of the school counselor (drawing from deliverable #1). • The expectations regarding the program of support that a school counselor should implement within schools, including a clear description of the time/hours required to deliver the program of support to students (drawing from deliverable #1). • A clear description of their function and role within the wider school ecosystem. 	February, 2025
D#3	Revised updated annual performance evaluation form	The consultant will update the existing guidance counselor performance evaluation form to better reflect the new model and new job profile of guidance counselors. The updated form will be the basis of a performance evaluation	March, 2025

		that can detect strengths and weaknesses supported by the offered professional development program (Task 2).	
Task 2: Development of a professional development (training) certification			
D#4	Training framework	An outline document where the training modality, delivery, and design are described, as well as an overview of the training content. The document shall outline the strategy to differentiate training/training requirements for different levels of proficiency (i.e., new vs. existing guidance counselors) and outline the content to be delivered during certification and continuous support. Finally, the document shall also provide an overview of the roles and functions of the different actors involved in in-service training.	April, 2025
D#5	Assessment tool (matrix)	A short diagnostic assessment tool and matrix which would help determine the level/experience of a counselor as well to determine what level of training they would be required to undertake.	March, 2025
D#6	Training materials for guidance counselors	A set of piloted and finalized materials for guidance counselor training and support in Palestine. Materials will cover training for all roles and responsibilities of a guidance counselor, with an emphasis on provision of career guidance and psycho-social counseling. Materials will be fully aligned with the job profile and training strategy developed under tasks 1.1., 1.2., and 2.1. Materials include (but are not limited to): trainer manual(s), participant workbook(s), supporting material(s) i.e., case studies, readings, quizzes, etc.	August , 2025
D#7	Corresponding training materials for trainers	Building on Delivery #6, this is a corresponding set of piloted and finalized materials for the training of trainers of guidance counselors in Palestine. Training materials include (but are not limited to): trainer manual(s), participant workbook(s), supporting material(s) i.e., case studies, readings, quizzes, etc.	August, 2025
Task 3: Support the rollout of the school guidance counseling model			
D#8	Training proposal for in-service training rollout	A training proposal along with a detailed training schedule that describes how and when the rollout of the training would be implemented during the first years of implementation.	September, 2025
D#9	Training of trainers	The consultant, using materials developed under Task 2, will conduct the first training of trainers.	November, 2025

D#10	Staffing and deployment strategy	<p>A strategy to staff and deploy school guidance counselors with explicit attention on issues critical to the Palestinian context, including (but not limited to):</p> <ul style="list-style-type: none"> • Support to schools without counselors or with extremely high student to counselor ratios, • Strategic deployment of guidance counselors that considers high-need schools or areas (i.e., those with large numbers of students requiring psycho-social support due to the war), and • Continuity of provision in the face of schooling disruptions (e.g., virtual guidance counseling, family-visits, etc.). 	December 2025
Task 4: Expanding connections between schools, students, and the labor market			
D#11	Report on strategies and activities to build alignment and partnerships between schools and the labor market	<p>The report will identify the approaches and good practices to establish linkages and partnerships between schools and the labor market and employers to help inform about potential labor market opportunities for the students. Furthermore, the report will also identify points of convergence and support between what career counselors can do in the classroom to what can take place outside of the classroom with the support of multiple stakeholders (i.e., activities that can be facilitated at school-, district-, or sector-levels). The report will include a suggested implementation arrangements to gradually develop future linkages and partnerships between schools and the labor market.</p>	January 2026
D#12	Report on recommended activities and functionalities of a digital platform to provide timely and relevant education and labor market information to the different stakeholders and students	<p>The report shall recommend activities from Subtask 4.1 that may suitably be facilitated through an online platform and produce a concept for a digital platform including the attributes and functionality to meet the information needs of different stakeholders. The report shall also include a list of recommended platforms globally that exist to inform and facilitate partnerships between schools and the labor market and employers, including an assessment of their main characteristics and strengths.</p>	February 2026

V. Minimum Required Qualifications

. The consultant and team composition shall possess the following qualifications:

- The consultant (University/firm/JV) shall possess a proven track record of not less than 10 years of international experience, covering, as a minimum, the following aspects:
 1. Working experience in school guidance development strategies.
 2. Experience in curriculum enhancements & development, teacher training, and building adult learning strategies.
 3. Ability to synthesize existing knowledge about best practices approaches and apply it to an existing reality, and the ability to understand those practices and modify them accordingly
- At least, 7 years of proven international experience in conducting similar assignments (Evidence to be submitted under this criterion shall demonstrate how the bidder's previous specific experiences fulfill/ corresponds to the different tasks/ deliverables outlined under the scope of work above)
- Team of 4 individuals/experts with different skill sets and expertise that include the following areas of expertise:
 1. School Guidance Counseling expert – Team Leader: 7 years of proven experience in school counseling program/ models development and implementation, working closely with K 12 career counselors.,
 2. Training expert to develop the training material and modules needed for the professional development program, 5 years of proven experience of the subject- matter of school guidance counseling, develop manuals, guides, course materials,
 3. Counseling expert with expertise in psychological support for students in upper basic and secondary school levels. Experience in the Palestinian context is preferred, and similar experience in a Fragility, conflict, and violence (FCV)-affected country is required
 4. Career guidance expert with expertise in the labor market and linkages to general and tertiary education, extensive experience in working on linking the students' performance/ skills with the labor market, and knowledge of similar systems and how they work at the national level and in the developing countries, and in-depth knowledge of the career counseling online portals internationally and in MENA region. knowledge of the Palestinian labor market is a plus,
 - **Note: Fluency in English among the team is a must, knowledge of the Arabic language is considered a plus**

For the consultant and the team of experts:

- Experience working in the Middle East and North Africa region is advantageous.
- Experience in Palestine or countries-similar context countries is advantageous.

VI. Estimated Timeframe and level of effort

The estimated time to complete this consultancy is about 14 months, starting date is expected to be in late September 2024. At minimum, two in-country visits (to West Bank) of different team members are expected for the completion of the work. Given the ongoing war in Gaza and unrest in West Bank, in consultation and agreement with MOEHE, one or more of these visits may be organized virtually and/or through a hybrid in-person/virtual modality.

A total of 240 staff days is the estimated level of effort for the consultant to complete the assignment.

VIII. Type of Contract

The firm will be selected in accordance with “World Bank Procurement Regulations for Investment Project Financing Borrowers” dated July 2016, revised November 2017, and in August 2018, November 2020, and September 2023. The selection method is – Quality Based Selection (QBS).

Payments will be disbursed according to the delivery schedule.

VII. Reporting

The consultant will report to the Focal Point for Component 2 and the Project Coordination Unit (PCU) Director.

- The consultant will work under the supervision and guidance of the Palestinian Ministry of Education and Higher Education, Ramallah. The focal point and the administrative counterpart will be the Director of the PCU, and the technical coordinator for component 2.
- The joint MOEHE -World Bank Component 2 task management team will serve as the central consultative body to review and provide feedback on draft deliverables.

VIII. Institutional Arrangements

The selected consultant will work under the supervision and guidance of the Palestinian Ministry of Education and Higher Education, Ramallah. The focal point and chief administrative counterpart will be the technical coordinator for component 2 and the Director of the Project Coordination Unit.

A Task Management Team (TMT) was established to implement STEM activities under the SERATAC project and to ensure coherence among other initiatives from other national and international development partners. The TMT shall include members from the supervision department, NIET, creativity and Entrepreneurship departments, school health and career counseling department.

The selected consultant will report to the Ministry of Education and Higher Education’s Project Coordination Unit, which will liaise with the STEM focal point and TMT to ensure efficient day-to-day management during the development of the different modules.

IX. Services and Facilities Provided by the Client

The Ministry of Education and Higher Education will provide the selected consultant with assistance in scheduling meetings, workshops, site visits if needed, and provide all required logistics for workshops and meetings. When necessary, suitable office space will be made available. The Ministry of Education and Higher Education will also provide background information on the existing framework and previous and current STEM activities in Palestine, description of existing preservice study programs and relevant project documentation for SERATAC.