



ANNEX C1: Twinning Fiche

Project title: Enhancing the quality of the education system through strengthening core components of the learning process

Beneficiary administration: Palestinian Ministry of Education & Higher Education (MoEHE)

Twining Reference: PS 23 NDICI OT 01 26

Publication notice reference: EuropeAid/186559/DD/ACT/PS

EU funded project

TWINNING TOOL

1. Basic Information

1.1 Programme:

PEGASE: Direct Financial Support to the Palestinian Authority 2023 (NDICI-GEO-MENA/2023/45457 – JAD.1283033 – ACT -61736)

1.2 Twinning Sector: Other (Education)

1.3 EU funded budget: EUR 2,500,000 (maximum)

1.4 Sustainable Development Goals (SDGs):

Major goal: SDG 4: Ensure inclusive, equitable, quality education and lifelong learning opportunities

Minor goals: SDG 5: Gender Equality; SDG 8: Decent Work and Economic Growth; SDG 10: Reduced Inequalities; SDG 16: Peace, Justice, and Strong Institutions; SDG 17: Partnerships for the Goals.

2. Objectives

2.1 Overall Objective:

Enhanced quality, inclusiveness and resilience of the Palestinian education system, contributing to progress towards SDG4 and national education priorities.

2.2 Specific Objective:

Improved quality and effectiveness of teaching and learning practices for Palestinian teachers and learners, supported by a more coherent teacher education system and enhanced professional development and career opportunities, as well as increased strategic use of EdTech¹.

2.3 Elements targeted in strategic targets:

The Education Development Strategy in Palestine 2025–2027: The proposed objective of this twinning grant is closely aligned with the Education Development Strategy in Palestine 2025–2027, which prioritizes resilience, equity, and quality improvement across the system. The Strategy highlights the need to strengthen teacher supply and professional competencies as a foundation for reform. By establishing a standardized competency framework, the Ministry of Education and Higher Education (MoEHE) ensures consistency and transparency in teacher development nationwide. Embedding Information and Communication Technology (ICT) competencies directly supports the Strategy's emphasis on digital transformation and inclusive learning. The aligned training strategy and evidence-based selection criteria reinforce meritocracy, accountability, and equitable access to professional growth. Together, these measures advance the national mission of building a flexible, modern education system capable of empowering Palestinian learners under complex conditions.

The Palestine Education Law of 2017 (Decree Law No. 8): The framework of this twinning grant is firmly rooted in the *Palestine Education Law of 2017 (Decree Law No. 8)*, which establishes the state's responsibility to guarantee quality, equity, and modernisation in

¹ The terminology of "ICT and EdTech" in this case refers to all technology use for the purposes of education management or pedagogy (including e-learning platforms, open-source learning, teaching resources, electronic EMIS tools and infrastructure).

education. The Law mandates the regulation of teacher qualifications and continuous professional development as essential pillars of the system. By creating a standardized competency framework, the MoEHE ensures compliance with the Law's requirement for clear professional standards. Embedding ICT competencies directly advances the Law's call for modern pedagogical approaches and prepares teachers for digital transformation. Evidence-based selection criteria strengthen accountability and meritocracy, aligning with the Law's emphasis on fairness in recruitment and promotion. Together, these measures operationalize the 2017 Law's vision of an inclusive, resilient, and future-ready education system.

The Palestinian Teacher Education Strategy (2008): The intended objective is closely aligned with the *Palestinian Teacher Education Strategy*, which prioritizes professionalization and competency-based development of teachers. The Strategy calls for structured preparation, continuous training, and clear qualification standards, all of which are addressed through the creation of a standardized competency framework. Embedding ICT skills directly supports its emphasis on modern pedagogy and digital readiness. Evidence-based selection criteria reinforce meritocracy and accountability in recruitment and promotion.

3. Description

3.1 Background and justification:

Background, missions and main challenges of the Ministry of Education and Higher Education

The Palestinian Ministry of Education and Higher Education (MoEHE) is responsible for overseeing and advancing national education, striving for universal enrolment and enhancing quality to meet global standards. These efforts are guided by its Vision: "A Palestinian society that possesses values, knowledge, culture, and technology to generate knowledge and utilize it for liberation and development.

The Palestinian education system operates under uniquely complex circumstances shaped by political instability, restricted mobility, economic hardship, and fragmented governance across different territories. Operating under these conditions, the MoEHE manages approximately 1.1 million students and over 50,000 teachers, successfully implementing the first Palestinian curriculum despite inheriting a damaged infrastructure. Facing the burden of high population growth, the Ministry continually races to build new schools and seeks international support to achieve its goal of providing a hopeful future for its students, an outcome that aligns with its mission to cultivate an environment for critical thinking and the pursuit of knowledge.

Key initiatives, which serve to operationalize its mission, include rigorous teacher training and professional development strategies, alongside integrating technology and expanding education transformation, including learning Passport platform, eLearn platform, eSchool and the use and development of open educational resources. This focus on empowering outstanding educational staff and creating outcomes that meet the requirements of comprehensive development is central to the Ministry's purpose. Despite the long and arduous path, the Ministry remains determined to fill it with achievements, ensuring a bright and honourable educational future for Palestine.

Teachers are the heartbeat of the education system and the main point of support to students for both their learning and emotional development. In the current context, teachers across the West

Bank operate on a partial salary, their journey is frequently impeded by restrictive roadblocks, and they balance remote and in-person lessons to reach their regular students, and remote students in Gaza. The teaching cadre across Gaza has been directly affected by violence, attacks on schools and repeated displacement. Despite the destruction and damage to 97% of schools in Gaza, teachers have embraced informal education programmes to support their students learning and socio-emotional needs.

Teachers remain the backbone of resilience and hope for Palestinian society. The strategic objective is to support the teaching profession by updating the policy framework to support their professional development, support needs and career pathways. The revised policy framework will consider the current context across the West Bank and Gaza and take full advantage of opportunities to equip teachers to engage in educational advances, embracing technology and preparing students for the changing world of work, aligned to the EU Union of Skills. MoEHE is ambitious in their pursuit of education transformation, with clear targets to shift from traditional curricular learning to active, enquiry-based learning that fosters the skills most in demand in today's emerging labour markets. The revised policy framework will be a vital step toward safeguarding the right to quality education, strengthening equity, and advancing the education system in the face of adversity.

Strengths and weaknesses of the MoEHE:

The Palestinian teaching corps exhibits significant strengths rooted in their profound professional commitment and national affiliation, with most educators viewing their work as a humanitarian mission that drives them to persevere despite challenging circumstances such as low salaries and security risks. This dedication is bolstered by their accumulated experience in crisis management, which has uniquely equipped them to maintain educational continuity and devise innovative solutions during emergencies, including periods of conflict or pandemic lockdowns. Furthermore, the teaching staff possesses high academic qualifications, with employment typically requiring a minimum of a Bachelor's degree and a considerable percentage of teachers in higher educational stages holding Master's or Doctoral degrees, thus providing a robust knowledge base for the education system.

However, Palestinian education faces significant challenges, starting with the dominance of traditional teaching methods like lecturing and rote memorization, which hinder the development of critical thinking and problem-solving skills. This system, focused on passing exams rather than fostering real competencies, contributes to poor performance in international assessments like Programme for International Student Assessment² (PISA) and Trends in International Mathematics and Science Study³ (TIMSS). The COVID-19 pandemic highlighted a major gap in digital and blended learning competencies among teachers, as well as a lack of modern teaching strategies such as project-based learning. Additionally, continuous professional development programs for teachers are often inadequate, theoretical, and disconnected from the realities of the classroom. On the administrative, the insufficient, incomplete salaries currently contribute to a demoralized teaching force, while qualified graduates face high unemployment or are forced to seek work abroad.

3.2 Ongoing reforms:

² <https://www.oecd.org/en/about/programmes/pisa.html>

³ <https://timssandpirls.bc.edu/timss-landing.html>

The ongoing reforms led by Palestine's MoEHE form part of a comprehensive strategy to modernise the education system, aligning it with international standards whilst addressing the unique challenges of Palestinian society. Central to this transformation are initiatives that strengthen teaching quality, modernise curricula, and expand digital and open-source learning. Key priorities include:

- **Teacher training:** professional development in pupil-centred methods such as project-based learning and enquiry-based learning, inclusive classroom management, and technology integration.
- **Curriculum development:** revising content to emphasise critical thinking, creativity, and interdisciplinary skills, whilst incorporating topics such as artificial intelligence, cyber security, and sustainability.
- **Digital learning:** building a nationwide online learning platform, enhancing digital literacy, promoting hybrid models that blend face-to-face and online education and expanding the use of open educational resources.
- **Psycho-social support:** counselling services, peer support groups, and teacher training to address trauma and mental health needs.

At the same time, the Ministry is advancing reforms that prepare pupils for future opportunities and strengthen the foundations of learning. These include:

- **Science, Technology, Engineering and Mathematics integration:** hands-on laboratory experiences, enquiry-based learning, and teacher capacity-building to foster problem-solving and innovation.
- **Technical and Vocational Education and Training expansion:** upgrading facilities, aligning programmes with labour market needs, and partnering with the private sector to reduce unemployment.
- **Assessment reform:** shifting from exam-based systems to continuous, holistic evaluations of creativity, collaboration, and communication.
- **Infrastructure development:** modernising schools, improving connectivity, and prioritising conflict affected areas such as Gaza.
- **Literacy reinforcement:** enhancing early reading, writing, and numeracy skills in Arabic and English through innovative teaching methods and digital tools.
- **Open Educational Resources (OER):** scaling adoption across schools, strengthening teachers' capacity to create and use adaptable open resources, integrating OER into daily teaching and assessment, and fostering student self-learning and digital skills within a supportive, quality-assured digital learning culture.

Teacher professional development reforms have been advancing for the more than two decades, notably with the establishment of the National Institute for Educational Training (NIET) in 2005 to be the hub for all capacity-building programs and in-service teacher training activities, particularly through the implementation of the 2008 Teacher Education Strategy (TES). TES aims to enhance the quality of teacher training as a way of enhancing the learning opportunities for all students in Palestine. With the same scope of TES, the Education Strategic Plan emphasizes the quality of teachers' training through an ongoing professional development program both in-service (as part of NIET) and preservice (as part of the collaboration with national universities). School principals play a crucial role in inspiring, motivating, and coaching teachers.

The past three years have required MoEHE to accelerate innovative ways to reach students and safeguard progress towards education reforms. The fiscal crisis, combined with restricted access routes to/from schools, led to a hybrid approach across formal schools in the West Bank. Classroom teaching is limited to two or three days per week, and students access online education platforms from their homes on other days. A pilot initiative started in the 2025-2026 academic year in sixty-four West Bank schools to shift from textbook-based learning to open-educational practices, with the support of MoEHE trainers and school supervisors. Specific initiatives to improve Science, Technology, Engineering and Mathematics (STEM) education, mathematics skills and English language proficiency have been launched with partners.

In Gaza, learning is supported where possible, in a complex, restrictive and unpredictable environment. The PA has set out its plans for education system recovery in the Gaza Recovery and Reconstruction Implementation Program⁴, but the current restrictions mean only informal services are permitted. Qualified teachers, often living in situations of severe personal difficulty, are working closely with education partners through Temporary Education Spaces, and delivering core learning and psycho-social support to students where facilities allow. By facilitating an online examination system for the Tawjihi exams over 49,000 secondary students sat and passed their final exams through the Ministry's new online system. Every one of these innovations is made possible by teachers, providing the link between students and MoEHE.

A wide range of informal teacher training programmes are provided by education partners, such as psycho-social first aid and Mental Health and Psycho-Social Skills (MHPSS), virtual learning technology and assessment tools, learning loss recovery programmes etc. There are new initiatives to support newly/nearly qualified teachers to work as 'volunteer teachers' to support learning loss recovery, with support from the World Bank and others. These initiatives offer great support but also present a risk of further fragmenting the professional development framework for teachers, hence MoEHE has prioritised policy alignment under this Twinning initiative.

3.3 Linked activities:

Learning from EU-supported initiatives in Palestine:

From 2008-2013 the EU funded the Quality Systems for Quality Teachers (QSQT) programme 2008-2013 to support the Ministry to implement the Teacher Education Strategy. The evaluation positively acknowledged the effectiveness and value of the programme, recommending that the EU continue to support teacher education reforms going forward. There were significant achievements in terms of the development of teacher standards and a clear competency framework and associated guidelines. Some recommendations have relevance for this Twinning and have been considered in the design of the logical framework.

The evaluation found that **participation of teachers in policy development and strategic planning could be strengthened**, to better reflect their priorities and challenges. This Twinning Fiche specifies targets for participatory policy planning with teachers under each component.

The design of the initiative may have been too ambitious and could have better reflected the constraints and internal dynamics of Ministry units. **Pacing of the action needs to reflect the capacities and limitations within the Ministry.** This is particularly relevant to this Twinning

⁴ The Gaza Recovery and Reconstruction Implementation Program (GRRIP) is the Government of Palestine's official medium-term implementation framework for coordinating sectoral recovery and reconstruction activities issues in October 2025, building on the 2025 Arab Plan for Recovery, Reconstruction and Development.

initiative, as MoEHE staff work under challenging conditions with reduced salaries and hybrid working arrangements.

Two of the education objectives defined in the Reform Matrix⁵, which guide EU financial support under PEGASE⁶, are directly relevant to this Twinning:

- Enhance the quality of low primary, elementary⁷, and secondary education to international standards and;
- Implement capacity building and teachers' educational skills development program.

Significant progress has been made against this reform matrix and there remains strong commitment by the EU and MoEHE to maintain this progress. However, the unprecedented effects of violence, education disruption and displacement of students and learners makes it increasingly challenging to achieve reforms at pace.

To cater for this, the Twinning Fiche has been developed to align with the pace and expected outputs of linked initiatives (see below), and to **focus on quality processes in policy formation**, rather than setting overly ambitious targets for policy completion. Over the three years of this Twinning, it is intended that the RTA accompanies MoEHE policy developments at a pace that enables quality evidence-based reflections, joint learning and participatory planning. By investing time in the policy processes, it is intended that the upcoming Education Strategy 2028-2030⁸ will benefit from quality inputs and reforms will be embedded in a sustainable way. This Twinning takes the current context into account and puts emphasis on the top priorities of MoEHE for teacher support and digital transitions, aligned to the committed reforms within the PEGASE framework.

In 2025, the Global Partnership for Education (GPE) conducted an Education System Enabling Factor Analysis in Palestine, to identify priority areas for policy reform. Three of the five areas are directly relevant to this Twinning:

- Digitalization - EMIS Analysis and Development of Planning Information System
- Teacher Development Strategy and In-Service Training Modalities
- Recruitment Mechanism Assessment

The specific results and indicators selected for this Twinning Fiche have been selected based on consultations with GPE and their implementing partners to identify the planned activities, timelines and processes on their part within the period. The pacing and ambition of this Fiche has been designed to align with MoEHE-GPE education system reform plans, and the RTA is expected to actively engage with these for a coordinated and effective approach to policy development.

The Joint Financing Arrangement (JFA) of four EU Member States provides comprehensive education sector planning support, and finances activities to promote education resilience in West Bank & recovery in Gaza. This Team Europe approach financed by Belgium, Germany, Ireland and Finland operates under an annual planning framework aligned to the Education

⁵ joint EU–Palestinian Authority framework identifying key reforms and milestones for 2025–2027, used to monitor and guide EU support

⁶ PEGASE: EU financial mechanism providing budget support and socio-economic assistance to the Palestinian Authority, linked to agreed reforms. It ensures predictable funding for public services while maintaining transparency and safeguards.

⁷ Note: Primary and elementary education is mentioned in the results matrix. This translates as lower primary (grades 1-4) and upper primary (grades 5-9) in the PA education system.

⁸ The current Education Strategy is valid for 2025-2027, it is no decided if the next Strategy will span 2,3 or 5 years.

Strategy. There are several policy commitments outlined by MoEHE within this framework of relevance to the design of this Twinning Fiche. These include commitments to improve methodologies for preparing strategic and operational plans, supporting teachers and providing capacity development, and organising policy planning events, including the first National Education Conference in 2026. The indicators selected for this Twinning Fiche align to these MoEHE commitments so the Twinning team may focus on MoEHE priorities and avoid parallels.

The following organisations are currently supporting MoEHE in Palestine in enhancing education quality, developing staff, improving the learning environment, and ensuring the continuity of the educational process despite the challenges:

- **EU (DG MENA)** : Through PEGASE and the link to the reform matrix, the EU supports three core education reform objectives—early childhood development, improving quality of education, and strengthening teacher capacity—while ensuring continuity of teacher salaries and services. The EU also invests in East Jerusalem education (RISE II project) and provides technical assistance to reinforce MoEHE systems.
- **EU (DG ECHO)**: DG ECHO funds Education in Emergencies through its Humanitarian Implementation Plan, with €13.8m in 2024 and €15m in 2025. Support targets 625,000 children in West Bank and Gaza, ensuring continuity of learning via TLS, PSS, and cash-for-education.
- **Joint Financing Arrangement (Ireland, Finland, Belgium, Germany)**: The JFA provides pooled funding of €15–20m annually to strengthen governance, system capacity, and resilience in the West Bank and Gaza. It underpins recovery in Gaza and supports equitable access and quality improvements across the system.
- **Global Partnership for Education (GPE)**: GPE’s \$43.5m pipeline supports system capacity, digitalisation, inclusive education, and monitoring, with a \$15m System Capacity Grant and \$28.5m co-financing. The 2025 Enabling Factor Analysis identified five reform priorities, three of which—system capacity, inclusive education, and monitoring—are directly relevant to this Twinning.
- **World Bank**: The Bank partners with MoEHE through the nine-year SERATAC programme, focusing on foundational skills, harnessing technology for STEM and labour market readiness, and strengthening student assessment systems. It also contributes to sectoral resilience and governance reforms.
- **UNESCO**: UNESCO strengthens institutional capacity, EMIS, and planning systems, while promoting human rights, civic education, and education for sustainable development. It supports SEL integration, inclusive pedagogy, and education continuity in Jerusalem and threatened areas to protect cultural and educational identity.
- **UNICEF**: UNICEF provides education in emergencies, psychosocial support, safe learning spaces, and supplies for children affected by crisis. It also advances inclusive education for children with disabilities and expands kindergarten provision.
- **Japan (JICA)**: JICA supports STEM curriculum development (grades 5–9), teacher digital skills, and active learning methods. It also invests in infrastructure upgrades to improve facilities in West Bank and Gaza schools.
- **Belgium (via JFA and bilateral cooperation)**: Belgium contributes through pooled JFA funding and bilateral initiatives to strengthen teacher training, vocational and technical education, and school management. Its support also targets reducing regional disparities in education quality.
- **United Kingdom**: The UK contributes via the British Council and UNRWA, supporting English language teaching and refugee education. This includes ~£400k for teacher

capacity and English resources, and £131.5m (2022–28) to sustain UNRWA's education and health services across Palestine and the region.

3.4 List of applicable Union acquis/standards/norms:

- European Qualifications Framework (EQF)
- EU Union of Skills Communication
- European Digital Competence Framework (DigComp)
- Digital Education Action Plan (2021-2027)
- Equity in School Education in Europe (Eurodice)
- EU Guidelines on Wellbeing and Mental Health in Schools (2024)
- European Framework for Key Competences for Lifelong Learning (EKC)
- EU Communication on Education in Emergencies and Protracted Crises
- GDPR compliance

3.5 Components and results per component:

The Twinning is organised into two components. The first component focuses on support to the teaching profession and second component focuses on opportunities for EdTech in Palestinian schools. There should be complementarity between the two components (such as evidence-based prioritization of digital solutions to support teachers, and EdTech solutions for teacher professional development management and delivery). The RTA and RTA-counterpart are expected to proactively build relationships and regular opportunities for learning, sharing, joint planning and shared responsibility for results under both components.

A key principle of this Twinning is the requirement for active engagement with key stakeholders in all stages of planning, delivery and reflection. The Twinning Workplan should articulate clear steps to connect with key stakeholders, **particularly teachers and representatives of the teaching profession**. This could involve the inclusion of teacher representatives on working groups or steering groups as appropriate. Mechanisms should be established to coordinate with key education partners to coordinate work relevant to the two components. These working arrangements should be clearly articulated in the work plan and set up within the first three months of the action.

Component 1: Support to the teaching profession

Mandatory Result 1.1. Teacher Education Strategy development. MoEHE policy planning document identifying priority areas for the revised Teacher Education Strategy and a roadmap for Strategy development and approval.

- Sub-result 1.1.1. Establishing a mechanism to engage teachers and teacher representatives in policy review and development.
- Sub-result 1.1.2. Evaluating the 2008 Teacher Education Strategy within the current context (shift in pedagogy to support active learning for 21st Century skills; shift in

pedagogy towards open educational resources, pedagogy for learners affected by violence, loss and crisis; taking up opportunities from digital transitions) Specifically, the UNESCO Teacher Workforce and Professional Development Diagnostic Study planned for 2026 and 2027 findings to be analysed to inform the updated Teacher Development Strategy.

- Sub-result 1.1.3. Participatory analysis of best practices at local and EU levels in line with EU Union of Skills objectives and MoEHE Strategic priorities.
- Sub-result 1.1.4. Validation of MoEHE priorities and roadmap for a revised Teacher Education Strategy.

Mandatory Result 1.2. Professional development and career pathways for teachers. Policy planning document providing outcomes of the analysis, participatory planning processes and priorities for inclusion in the MoEHE Education Strategy 2028-2030/33 and the revised Teacher Education Strategy

- Sub-result 1.2.1. Evidence-base on teacher professional development support and career pathways is strengthened.
- Sub-result 1.2.2. Priorities for standardised in-service teacher training are jointly defined with education partners.
- Sub-result 1.2.3. Teacher-informed priorities for professional development, well-being and career progression are defined.

Component 2: Opportunities for EdTech in Palestinian Schools

Mandatory Result 2.1. Better strategic use of ICT and EdTech⁹ in the education system. Policy planning document providing evidence-based priorities for ICT and EdTech and roadmap for their integration into the MoEHE policy framework, particularly the upcoming MoEHE Education Strategy 2028-2030.

- Sub-result 2.1.1. Improving MoEHE staff capacities in Education Technology (EdTech) and ICT developments across the EU and regionally, strengthening internal capacities for evidence-based policy and strategy development.
- Sub-results 2.1.2. Analysing current practices and opportunities for Palestinian teachers and learners, and the wider education system in terms of effective practices, evidence-based analysis and prioritisation.
- Sub-result 2.1.3. ICT and EdTech priorities identified and roadmap developed for their integration into the MoEHE policy framework, in particular the upcoming MoEHE Education Strategy 2028-2030¹⁰.

3.6 Means/input from the EU Member State Partner Administration(s):

The project will be implemented in the form of a Twinning contract between the EU Delegation and EU Member State(s). The implementation of the project requires one Project Leader (PL) with responsibility for the overall coordination of project activities and one Resident Twinning

⁹ The terminology of “ICT and EdTech” in this case refers to all technology use for the purposes of education management or pedagogy (including e-learning platforms, open-source learning, teaching resources, electronic EMIS tools and infrastructure)

¹⁰ The current Education Strategy is valid for 2025-2027, it is not decided if the next Strategy will span 2,3 or 5 years.

Adviser (RTA) to manage implementation of project activities, Component Leaders (CLs) and pool of short-term experts (STEs) within the limits of the budget. It is essential that the team has sufficiently broad expertise to cover all areas included in the project description.

Proposals submitted by Member States shall be concise and focused on the strategy and methodology and an indicative timetable underpinning this, the administrative model suggested, the quality of the expertise to be mobilised and clearly show the administrative structure and capacity of the Member State entity/ies. Proposals shall be detailed enough to respond adequately to the Twinning Fiche but are not expected to contain a fully elaborated project. They shall contain enough detail about the strategy and methodology and indicate the sequencing and mention key activities during the implementation of the project to ensure the achievement of overall and specific objectives and mandatory results/outputs.

The interested Member State(s) shall include in their proposal the CVs of the designated PL and the Resident Twinning Advisor, as well as the CVs of the potentially designated component Leaders-CLs.

The Twinning project will be implemented by close co-operation between the partners aiming to achieve the mandatory results in sustainable manner.

The set of proposed activities will be further developed with the Twinning partners when drafting the initial work plan and successive rolling work plan every three months, keeping in mind that the final list of activities will be decided in cooperation with the Twinning partner. The components are closely inter-linked and need to be sequenced accordingly, considering PEGASE targets and deadlines.

3.6.1 Profile and tasks of the **project leader (PL)**:

The PL shall be a senior staff member at an EU MS administration. S/he will be responsible for the overall management of the project and the coordination of activities performed and ensures the overall quality of the services provided onsite. S/he will have the overall responsibility for the implementation of all twinning activities.

Profile:

- At least a bachelor degree in education or another relevant discipline or equivalent relevant professional experience in a related field of minimum 8 years
- Minimum 3 years of relevant professional experience in the field of education policy formation and implementation, as part of the overall professional experience
- Excellent command of English, both written and spoken
- Experience in the international sector is an asset, but not compulsory
- Experience of policy in contexts of conflict and fragility is an asset, but not compulsory

Tasks:

- Overall direction, supervision, guidance and monitoring of the Twinning project
- Mobilization of the necessary expertise in support of the efficient implementation of the project
- In close coordination and under the overall direction of the EUD, lead an operational dialogue, advocate, thrust and back-up the project at political level
- In cooperation with the PL counterpart signing and submission of the interim quarterly and final project reports prepared with the support of the RTA to the concerned authorities and the EU

- Formal signing of project work plan(s) and/or their updates
- Ensuring timely achievement of the project results
- Provision of legal and technical advice whenever needed including to the EUD
- Co-chairing of the project steering committees.

3.6.2 Profile and tasks of the **Resident Twinning Adviser (RTA)**:

The RTA should be an official or assimilated agent from a Member State public administration or mandated body. He/she will be responsible for the day-to-day implementation of the project. The RTA will be appointed to reside in Palestine for the duration of the project, and will work under the supervision of the Member State PL and the Beneficiary Country PL. The RTA shall be supported by a full-time project assistant performing general project duties and providing translation and interpretation services as necessary.

Profile:

- at least Master's degree or academic equivalent in education, pedagogy, education finance or other relevant fields or in its absence, professional experience in the relevant sectors of a minimum of 8 years
- at least 3-years of experience in the field of education policy formulation and implementation relevant to teacher professional development and/or use of technology in the education sector, as part of the overall professional experience
- good knowledge of relevant EU legislative and institutional arrangements
- experience in education management, costing and/or administration
- good inter-personal, communication and facilitation, training, presentation, networking, negotiation, analytical and organisational skills, ability to work effectively in a multicultural/multinational environment with consideration of different stakeholders' interests
- good command of English, both spoken and written

The following skills will be considered as an asset:

- previous experience in international projects
- previous experience in contexts of conflict and fragility

Tasks:

- organisation and planning of the project activities both technically and administratively, overall supervision of the project implementation and coordination of all activities, as well as conducting the project administration
- guiding the team members and coordination of their activities according with the defined work plans, for ensuing timely delivery of the project outputs
- maximising opportunities for the project to coordinate and engage with education stakeholders relevant to the project, particularly donors, UN agencies and teacher representatives
- Facilitating participatory processes to engage teachers in all stages of the project
- technical input to the project whenever needed and provision of advice in his/her field of expertise
- organisation and supervision of the short and medium-term experts' work
- assisting the PL in preparing project progress reports
- Liaison with EUREP including drafting technical inputs (to briefings, speaking points, notes etc.) for policy dialogue and visibility/communication events

3.6.3 Profile and tasks of **Component Leaders**:

The 2 Component Leaders are expected to coordinate the activities focussed on the achievement of a specific mandatory result. They will be identified by PL/RTA during project design and implementation and shall be agreed with the MoEHE and the EUD project manager prior to contracting. The PA MoEHE will also assign a Component Leader counterpart for each component who will be the permanent interlocutor of the MS Component Leader coordinating the specific component.

Profiles

- At least a bachelor degree in education or another relevant discipline or equivalent professional experience in a related field of minimum 8 years
- At least 5 years of professional experience in teacher professional development/teacher policy/Edtech/use of digital technology in education areas that are relevant for the project components to be covered
- Knowledge of the best European practices and strategic developments related to the teaching profession/Edtech
- Good analytical and organizational skills
- Skills in participatory processes to engage stakeholders in various stages of project implementation
- Well-developed interpersonal skills and experience of working with the various levels of governments; adaptability and problem-solving attitude
- Coaching, training and facilitator skills
- Demonstrated analytical and mentoring skills
- Fluency in both written and spoken English
- Experience in the international sector and/or in conflict or crisis affected contexts as an asset, but not compulsory.

Tasks

- Component coordination, guidance and monitoring
- Supervising the works of the Short-Term Experts (STE) related to their component;
- Conducting analysis of the area relevant to the component
- Contribution to preparing and conducting training programs
- Providing technical advice, support and assistance to the PA MoEHE in the context of the project's component
- Providing practical expertise/advice to relevant staff for execution of different tasks related to the project
- Building networks and relationships with relevant stakeholders to facilitate joint work and complementarity within the sector
- Facilitating participatory processes to engage teachers in all stages of the project
- Contributing to project reporting (interim and final), to drafting the notes and other documents and reports on experts' missions;
- Liaising with the PL, the RTA and their Palestinian counterparts.

3.6.4 Profile and tasks of other **short-term experts**:

To provide the full range of expertise necessary, short-term experts will be drawn from different skill sets to assist the RTA on specific activities. They will be identified by the PL/RTA in the course of the project designing and implementation and will be agreed with the PA MoEHE and the EUD prior to contracting. The specific profile and task will be determined within the

project implementation according to the specific needs the project in agreement with PA MoEHE.

General Qualifications and Skills required for the short-term Experts:

- Relevant university degree or equivalent professional experience of 8 years,
- Minimum 3 years of professional experience in the domain for which they are mobilised,
- Experience in development cooperation; prior work in the Middle East region would be an asset,
- Excellent English communication skills, both spoken and written.

4. Budget

EUR 2,500,000 (maximum)

5. Implementation Arrangements

5.1 Implementing Agency responsible for tendering, contracting, and accounting:

The Office of the European Union Representative (West Bank and Gaza Strip, UNRWA) will be responsible for tendering, contracting, and accounting.

Contact Person: Wieke Waterschoot, Programme Manager

Tel: +972 2 541 5871

Email: DELEGATION-WEST-BANK-GAZA-TWINNING@eeas.europa.eu

5.2 Institutional framework

The beneficiary administration is the Ministry of Education and Higher Education of Palestine

5.3 Counterparts in the Beneficiary administration:

The MoEHE will assign a PL and an RTA counterpart which will act as the counterparts of the EU MS PL and RTAs; the PL and RTA counterparts will be staff of the Beneficiary administrations and will be actively involved in the management and coordination of the project.

5.3.1 Contact person:

Ministry of Education and Higher Education:

Name: Mr Majdi Muamer

Official Position: Head of Education Technical Division

Tel. Number: +972 56-250-3379

Email: majdi.mo@moe.edu.ps

5.3.2 Beneficiary Project Leader:

Name: Dr Nafieh Assaf

Official Position: Deputy Minister for Education and Higher Education

Address: Ramallah, Palestine

5.3.3 RTA counterpart:

Name: Mr Majdi Moamar

Official Position: Head of Education Technical Division

Tel. Number: +972 56-250-3379

6. Duration of the project

The execution period will be 36 months (implementation period of 33 months plus 3 months of closure).

7. Management and reporting¹¹

7.1 Language:

The official language of the project is the one used as contract language under the instrument (English). All formal communications regarding the project, including interim and final reports, shall be produced in the language of the contract. All materials and technical documents shall be translated into Arabic to maximise and ensure smooth dissemination.

7.2 Project Steering Committee:

A project steering committee (PSC) shall oversee the implementation of the project. The main duties of the PSC include verification of the progress and achievements via-à-vis the mandatory results/outputs chain (from mandatory results/outputs per component to impact), ensuring good coordination among the actors, finalising the interim reports and discuss the updated work plan. Other details concerning the establishment and functioning of the PSC are described in the Twinning Manual.

7.3 Reporting:

All reports shall have a narrative section and a financial section. They shall include as a minimum the information detailed in section 5.5.2 (interim reports) and 5.5.3 (final report) of

¹¹ Sections 7.1-7.3 are to be kept without changes in all Twinning fiches.

the Twinning Manual. Reports need to go beyond activities and inputs. Two types of reports are foreseen in the framework of Twinning: interim quarterly reports and final report. An interim quarterly report shall be presented for discussion at each meeting of the PSC. The narrative part shall primarily take stock of the progress and achievements via-à-vis the mandatory results and provide precise recommendations and corrective measures to be decided by to ensure the further progress.

8. Sustainability

To ensure the sustainability of the results beyond the project period, the following measures will need to be implemented:

- Exchange of knowledge with counterparts and participatory processes are expected to provide in-depth knowledge on good practices, evidence and learning that will enable Palestinian MoEHE public servants, teachers and education leaders to continue to adjust to best EU and global education standards beyond the lifetime of the project.
- The policy developments supported through this Twinning will be tuned to the priorities and institutional context of the PA MoEHE, so each policy development process is expected to lead to a solid Teacher Education Strategy and in the long term translate to education system strengthen through the 2028-2030 Education Sector Strategy.
- Training and learning opportunities for MoEHE staff on external developments (EU and regional) in the field of Education Technology will improve long-term prioritisation in Palestine, where the appetite, need for and pace of EdTech update is accelerated by the current crisis.
- Participatory approaches to engage teachers in all processes of policy development under this Twinning are expected to empower teachers to articulate their current realities, needs and priorities, to inform long-term planning in the next Education Strategy.
- RTA, Component Leaders, and their respective counterparts, are tasked with proactive coordination and joint planning processes with GPE, JFA, World Bank, UK and all other relevant stakeholders. The pacing of indicators for each result in the logical framework is designed to align with complementary processes to avoid duplication of efforts and enhance sustainability.

The Twinning project will work closely with MoEHE, and all relevant stakeholders to ensure that the beneficiaries obtain a clear sense of ownership of the project. This will help ensure the sustainability of the results. The Twinning project will also develop know how and specific capacities at staff level. Dissemination of this knowledge with a philosophy of “train the trainer” will help ensure the sustainability of the results.

9. Crosscutting issues

Gender equality (SDG 5) is a cross-cutting issue to be considered in all stages of the Twinning Project, for both components. The GAP II indicators related to the Thematic Area “Promoting economic and social rights for empowering women and girls” is particularly relevant to results one and two, whereby all results will promote gender equality in the teaching profession and integrate gender equality into teacher professional development processes and learning outcomes. Component two will consider gender equality within the context of gender gaps in technology opportunity and use, technology in information management systems that embed gender analysis and equality objectives into their design and apply a lens of gender equality when assessing the evidence-base for effective EdTech opportunities and priorities.

10. Conditionality and sequencing

There are no preconditions defined for this Twinning project

11. Indicators for performance measurement

Please see Annex 1: the Simplified Logical Framework Matrix for all indicators and targets

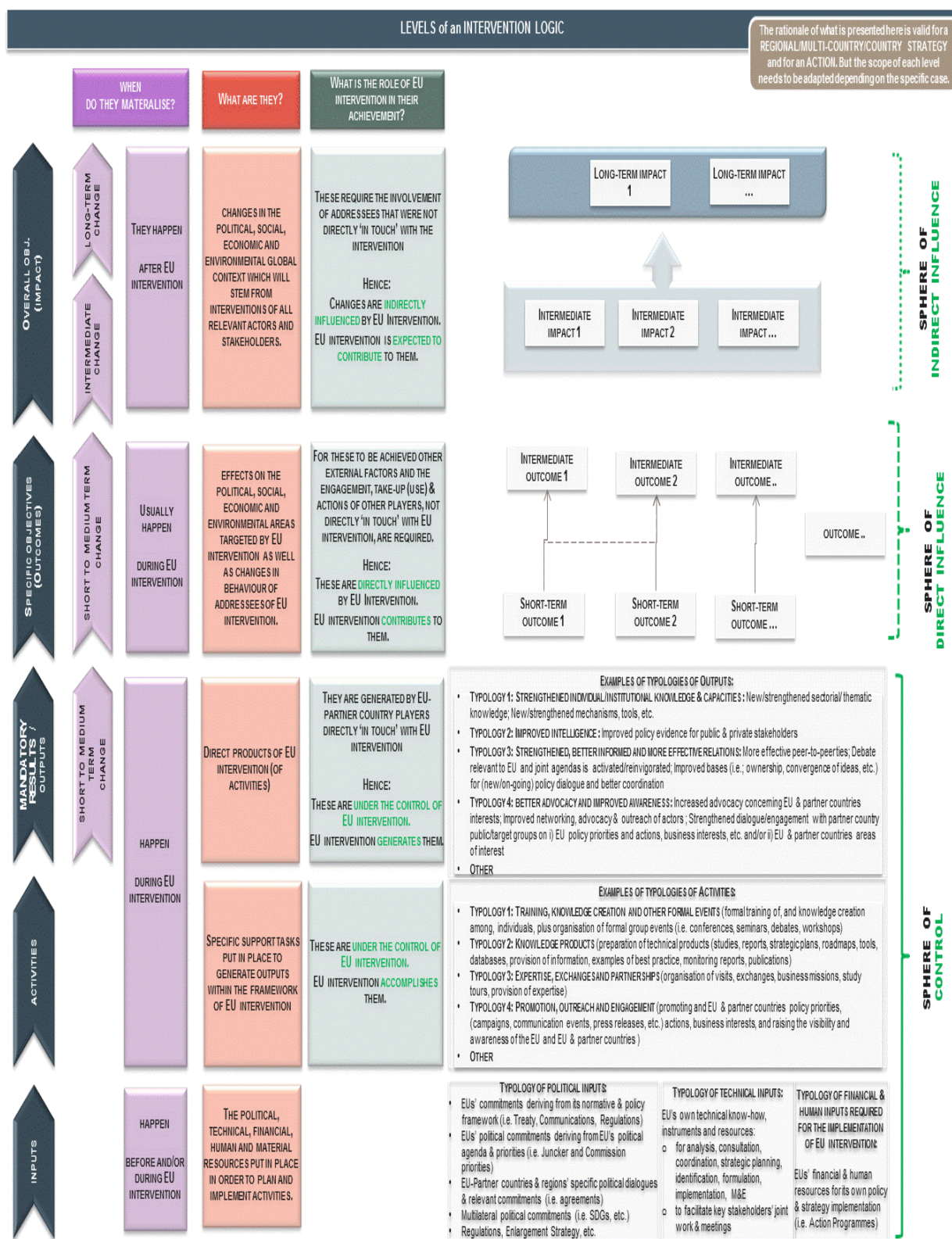
12. Facilities available

The Ministry of Education and Higher Education in Ramallah will make available the necessary infrastructure for Member State(s) experts to carry out their tasks. Based on the project requirement, infrastructure (meeting rooms, office space, space for the trainings etc) will be made available and free of charge.

ANNEXES TO PROJECT FICHE

1. Levels of an intervention logic (below)
2. The Simplified Logical framework matrix (below)

ANNEX C1a: Levels of an intervention logic.



	Description	Indicators (with relevant baseline and target data)	Sources of verification	Risks	Assumptions (external)
Overall Objective	Enhanced quality, inclusiveness and resilience of the Palestinian education system, contributing to progress towards SDG4 and national education priorities	Target: Adjusted Net Enrolment Rate (NERA) in Secondary Stage 80% (F80%) Baseline: Adjusted Net Enrolment Rate (NERA) in Secondary Stage: 79% (F67%, M94%)	MoEHE Monitoring and Evaluation Report 2024 https://www.moe.edu.ps/uploads/Monitoring%20&%20Evaluation%20Report%202024.pdf	Education disruption further disrupts student learning and pupil-teacher contact time Fiscal crisis further affects education finances and teacher salaries	International partnerships continue to support education sector development for the Palestinian education system Education continues to be a priority of the PA in governance and financial planning
Specific Objective	Improved quality and effectiveness of teaching and learning practices for Palestinian teachers and learners, supported by a more coherent teacher education system and enhanced professional development and career opportunities, as well as increased strategic use of EdTech	Target: TIMSS Average achievement of Palestinian students in Mathematics of 410 Baseline: 2023: 382 mean score Target: TIMSS Average achievement of Palestinian students in Science of 420 Baseline: 2023: 393 mean score	Trends in International Mathematics and Science Study (TIMSS) Reports next due 2027 https://timss2023.org/results/	Education disruption further disrupts student learning and pupil-teacher contact time Fiscal crisis further affects education finances and teacher salaries	International partnerships continue to support education sector development for the Palestinian education system Education continues to be a priority of the PA in governance and financial planning
Mandatory results/outputs by components	Component 1. Support to the teaching profession Mandatory Result 1.1. Teacher Education Strategy development	1.1.1. Target: Short document outlining teacher engagement plan, key moments and strategies to engage teachers in all relevant stages of policy development Baseline: 0	Interim Quarterly Report from the Twinning MoEHE annual reporting to the EU in the	Teachers across the West Bank and Gaza access is blocked for their participation in policy and planning events (remotely)	Sufficient expertise among Twinning team (all counterparts) to deliver good quality evidence-based inputs to each process.

	Sub-result 1.1.1. Mechanism established to engage teachers and teacher representatives in policy review and development Sub-result 1.1.2. Evaluation of the 2008 Teacher Education Strategy within the current context Sub-result 1.1.3. Participatory analysis of best practices at local and EU levels in line with EU Union of Skills objectives and MoEHE Strategic priorities Sub-result 1.1.4. Validation of MoEHE priorities and roadmap for a revised Teacher Education Strategy	1.1.2. Target: At least one official MoEHE document (studies, analysis or record of formal sessions) to assess progress against the 2008 Teacher Education Strategy and the current state of play for teacher professional development. Baseline: 0	framework of PEGASE	and in person where possible). Education partners lack processes or will to fully collaborate on key policy areas, or to contribute to mapping/analysis/study processes MoEHE staff access to training, conferences and learning opportunities blocked by political and logistical barriers Fiscal crisis further undermines the ability of MoEHE staff, particularly teachers, to deliver against ambitions	Continuous commitment of the RTA counterparts within PA to dedicate time to these processes for the full duration of the programme. RTA builds conducive working relations with education partners to maximise collaboration across common priorities (in particular UNESCO Teacher Workforce Diagnostic, JFA annual planning and GPE priorities 2, 4, and 5).
	Mandatory Result 1.2. Professional development and career pathways for teachers Sub-result 1.2.1. Evidence-base on teacher professional	1.1.3. Target: At least 3 education seminars/workshops/conferences that include a focus on the current state of play of teaching and learning for Palestinian learners, including West Bank and Gaza (note: of the 3 sessions, at least 1 to have significant participation by teachers) Baseline: 0 1.1.4. Target: MoEHE policy planning document outlining priorities and a roadmap to develop a revised Teacher Education Strategy Baseline: 0 1.2.1. Target: Analysis of the existing formal policy framework, and current practice in the context of education disruption, fiscal crisis and informal in-service teacher supports is conducted (informal particularly for Gaza). Baseline: 0			

	development and career pathways is strengthened Sub-result 1.2.2. Priorities for standardised in-service teacher training are jointly defined with education partners Sub-result 1.2.3. Teacher-informed priorities for professional development, well-being and career progression are defined	1.2.2. Target: At least one participatory policy planning event with education partners to analyse challenges, opportunities and priorities for standardised in-service training, to inform priorities in the upcoming Education Strategy 2028 and revised Teacher Education Strategy. Baseline: 0			
		1.2.3. Target: At least one participatory planning event with teachers to identify teacher priorities for professional development, support to their well-being and MHPSS development needs and career progression within the current fiscal and crisis-affected context, to inform priorities in the upcoming Education Strategy 2028 and revised Teacher Education Strategy. Baseline: 0			
	Component 2. Opportunities for EdTech in Palestinian Schools Mandatory Result 2.1. Better strategic use of ICT and	2.1.1. Target: at least 8 MoEHE officials participate in external (EU or regional) learning events and training courses on ICT and EdTech to identify evidence based good practices Baseline: 0	Interim Quarterly Report from the Twinning MoEHE annual reporting to the EU in the		

	EdTech in the education system Sub-result 2.1.1. MoEHE staff capacities in EdTech and ICT strengthened Sub-result 2.1.2. Current practices and opportunities for ICT and EdTech analysed Sub-result 2.1.3. ICT and EdTech priorities identified for inclusion into 2028 Education Strategy Note: Terminology of ICT and EdTech in this case refers to all technology use for the purposes of education management or pedagogy (including e-learning platforms, open-source learning, teaching resources and infrastructure).	2.1.2. Target: At least 2 education seminars/workshops/conference sessions/studies led by MoEHE on the evidence-base for effective EdTech and ICT and analysis of current use in the Palestinian education system (note: of the 2 sessions, at least 1 to have significant participation by teachers) Baseline: 0 2.1.3. Target: MoEHE policy planning document identifying top three priorities in ICT and EdTech to develop in the 2028 Education Strategy, based on contextual priorities and evidence-based good practice Baseline: 0	framework of PEGASE		
--	---	--	----------------------------	--	--