

TERMS OF REFERENCE

Consultancy Services for Upskilling School Leaders and Teachers to Promote Positive School and Classroom Climates for Wellbeing and Learning (Phase 1)

West Bank and Gaza Supporting an Education Reform Agenda for Improving Teaching, Assessment, and Career Pathways SERATAC (P177299)

1. Background

Under the SERATAC program, the Palestinian Authority’s Ministry of Education & Higher Education (MOEHE) aims to improve the education outcomes of primary and secondary students and introduce new student pathways leading to tertiary education. Component 1 of the program focuses on building strong foundational skills for learning and wellbeing, with a specific emphasis on enhancing positive school and classroom climates.

Under SERATAC Component 1, the Ministry of Education & Higher Education (MOEHE) has launched an Arabic literacy strategy to set quantifiable goals for children’s Arabic literacy learning outcomes and articulate the roles of key actors. In addition, the component includes improvements to Arabic language arts instruction and strengthening of preservice teacher education. Finally, this component includes activities related to the promotion of positive school and classroom climates, and the consultancy service in this TOR falls within this subcomponent (1.4). To date, this has included the completion of a situational analysis and stocktaking compiled in the report on “Promoting Positive School and Classroom Climates to Build Strong Foundations for Learning for Basic Education Students.”

While there are several definitions of school climate and wellbeing, subcomponent 1.4 of the SERATAC program was designed to focus on two areas, namely (1) the quality of engagement (such as the interactions and relationships among individuals in the school community), and (2) the academic environment (such as the quality of instruction, teacher expectations, and use of responsive and supportive teaching practices).¹ However, in the context of the current humanitarian crisis in Gaza and increased volatility in the West Bank, violence and traumatic events across Gaza and the West Bank significantly affect children’s access to education and the wellbeing of children and school staff. Therefore, activities under subcomponent 1.4 are now critical and a greater focus will be needed on the physical, social, and emotional safety of students and school staff.

2. Objective

The objective of the consultancy is to upskill school leaders, teachers, and those who support them with guidance, strategies, and practices that they can use to enhance positive school and classroom climates for wellbeing and learning and to set these within a framework, action plan, and monitoring and evaluation (M&E) protocol for continuous improvement.

An invitation is hereby issued to international consultants with the required qualifications to achieve the assignment’s objectives and undertake the following tasks outlined below.

¹ [Schweig, Hamilton, and Baker 2019](#).

3. Scope of Work

The selected consultant will undertake the following tasks, working closely with the Palestinian Authority’s Ministry of Education and Higher Education (MOEHE) in Ramallah, as well as local universities, the World Bank, and other stakeholders throughout the assignment duration. A committee will be established by the MOEHE to oversee this work. The selected consultant will be expected to participate in the committee and support the MOEHE in monitoring the actions within this consultancy.

The scope is limited to schools covering grades 1 to 4. All materials developed under this consultancy should be designed to accommodate both online and “offline” use, and all training should be possible to be undertaken remotely if needed. In addition, resiliency considerations should be built into all tasks and deliverables. These considerations will support the rollout in Gaza when feasible.

Task 1: Development of guidance, strategies, and practices for school leaders and teachers to enhance school and classroom climates for student well-being and learning

The consultant shall review the MOEHE’s well-being framework, and the report entitled “Promoting Positive School and Classroom Climates to Build Strong Foundations for Learning for Basic Education Students”, as well as any other relevant MOEHE documents.

Subtask 1.1 Develop guidelines for school leadership — including manuals, strategies, and best practices for principals, school leaders, and district-level staff (including supervisors) to provide them with a conceptual understanding and practical ideas for ways in which to develop positive school climates and foster the wellbeing of children and school staff. These materials should be developed based on an understanding of current knowledge and practices of school leaders (gained through focus groups or interviews) and should use principles of effective adult learning.

Subtask 1.2 Develop guidelines for Grades 1–4 teachers — including guides or manuals, and best practices — to provide them with a conceptual understanding and practical ideas of ways in which to develop positive classroom climates and foster the well-being of children. These materials should be developed based on an understanding of current knowledge, practices, and challenges of teachers (gained through focus groups or interviews) and should use principles of effective adult learning.

Task 2: Collection of feedback from school leaders and teachers on implementation and impact

Subtask 2.1 Design a mechanism to collect just-in-time feedback from teachers and school leaders on their use of the guidance, strategies, and practices to enhance school and classroom climates for student wellbeing and learning in task 1. This should include their experience in implementing the guidance, strategies, and practices, to inform improvements. In addition, design a simple impact assessment tool (for example, based on a questionnaire and focus group discussion) to measure the effectiveness of the guidance, strategies, and practices, focusing on their influence on students’ well-being, classroom dynamics, and overall school climate. This tool should be adaptable to different educational contexts and lead to actionable insights for teachers, administrators, and policymakers. The development process will involve piloting the tool in selected schools and adjusting the tool, accordingly.

Subtask 2.2 The consultant shall support the MOEHE to collect and respond to the just-in-time feedback

from teachers and school leaders using the mechanism developed in subtask 2.1, and make improvements to the materials, accordingly.

Subtask 2.3: The consultant shall support the MOEHE in administering the impact assessment tool, including collecting and analyzing baseline data, and periodical tracking of progress. Post-implementation monitoring with mid-term and final evaluation activities should take place to assess the impact of the materials.

Task 3: Development of training modules for school leaders and teachers

Using Task 1 and Task 2 guidelines, strategies, and practices, and the feedback from school leaders and teachers on implementation and impact, the consultant should:

Subtask 3.1 Develop corresponding in-service training modules. The selected consultant will develop the corresponding training modules for in-service school leaders and Grades 1-4 teachers. These modules will deliver the key objectives, practices, competencies, and a training matrix to empower the school leaders with the necessary skills to build a school environment where the students feel safe, develop their potential, learn, and engage effectively. All these areas should be handled taking into consideration the current situation in the West Bank and Gaza, and the education in emergencies principles. The consultant should consider efficient training models that promote collaborative learning, and that utilize technology where appropriate. This should be accompanied by pre-and post-training evaluations and continuous feedback.

Subtask 3.2 Develop a training proposal and a set of monitoring procedures, and training of local trainers. The consultant should co-design a rollout and implementation plan for the training modules for both school leaders and teachers. This plan should be developed in cooperation with the National Institute of Educational Training (NIET), the Director General (DG) of school administrations, the DG of school health, central training centers, and other relevant departments on MOEHE, to draw the rollout plan in synergy with the existing training programs. This should address a proposed timeframe for the training, including the training of the trainers (who may be) from NIET, School Education, district training centers, and any external experts. A feasible plan for periodic follow-up to the training should be developed, enabling the school leader participants to continue their learning in collaborative ways and through existing district-level structures where possible. Once developed and tested, the training program should be implemented in conjunction with the National Institute for Educational Training (NIET) for a set of school leaders, which has been addressed in the rollout and implementation plan to support the sustainable scale-up of delivery by NIET in collaboration with local universities, non-governmental organizations (NGOs) or other entities. This shall be accompanied by a set of performance indicators and feedback mechanisms to refine rollouts.

The consultant should take into account any synergies with other training offered by NIET with content related to school and classroom climate, such as social and emotional learning, interactive teaching strategies, and safe and inclusive education environments. This includes the School Leadership Diploma and the newly accredited Kindergarten Diploma, the specialized professional diploma, a diploma for educational supervisors, and preparation programs for new teachers, principals, and supervisors. The consultant should further take into account existing programs and resources by local NGOs, building on the “Promoting Positive School and Classroom Climates to Build Strong Foundations for Learning for Basic Education Students” stocktaking report.

4. Deliverables

Task #	Deliverable	Description of the Deliverable	Delivery Date <i>(Specific dates will be confirmed in the contract)</i>
Task 1: Development of guidance, strategies, and practices for school leaders and teachers to enhance school and classroom climates for student wellbeing and learning			
Subtask 1.1	Develop principals' wellbeing guidelines	Develop guidelines for school leadership — including manuals, strategies, and best practices for principals, school leaders, and district-level staff (including supervisors) to provide them with a conceptual understanding and practical ideas for ways in which to develop positive school climates and foster the wellbeing of children and school staff.	February 28, 2025
Subtask 1.2	Develop teachers' wellbeing guidelines	Develop guidelines for Grades 1–4 teachers — including guides or manuals, and best practices — to provide them with a conceptual understanding of ways in which to develop positive classroom climates and foster the wellbeing of children.	April 2025
Task 2: Collection of feedback from school leaders and teachers on implementation and impact			
Subtask 2.1	Design a mechanism to collect just-in-time feedback from teachers and school leaders on their use of the task 1 materials, and a simple impact assessment tool	The consultant shall design a mechanism to collect just-in-time feedback from teachers and school leaders on their use of the Task 1 materials to inform improvements. In addition, the consultant should design a simple impact assessment tool.	April 2025
Subtask 2.2	Support to the MOEHE to collect and respond to the just-in-time feedback and improve materials, accordingly.	The consultant shall support the MOEHE to collect just-in-time feedback from teachers and school leaders, and make improvements to the materials, accordingly.	May 2025
Subtask 2.3	Assess the impact	The consultant shall support the MOEHE in administering the impact assessment tool, including collecting and analyzing	June 2025

		baseline data and periodical tracking of progress.	
Task 3: Development of training modules for school leaders and teachers			
Subtask 3.1	Develop corresponding in-service training modules.	The selected consultant will develop the corresponding training modules for in-service school leaders and Grades 1-4 teachers. These modules will deliver the key objectives, practices, competencies, and a training matrix to empower the school leaders with the necessary skills to build a school environment where the students feel safe, develop their potential, learn, and engage effectively	August 2025
Subtask 3.2	Rollout the implementation	Develop a training proposal and a set of monitoring procedures, and training local trainers. The consultant should co-design a rollout and implementation plan for the training modules for both school leaders and teachers. This plan should be developed in cooperation with MOEHE's relevant departments.	October 2025

5. Minimum Required Qualifications.

The consultant shall possess the following qualifications:

(Note to consultants: to substantiate the responsiveness of the requirements, the consultant shall provide solid, sufficient, and documented evidence in response to each criterion)

- The consultant (University, institution, firm, NGO, or JV) shall possess at least 10 years of proven track record in school leadership development, continuous professional development for teachers, and knowledge of education policy-making processes.
- The consultant shall possess profound expertise in well-being, psychosocial support for primary school children, and a positive school climate, with extensive experience, not less than 8 years, in conducting similar assignments, including but not limited to the following:
 1. Developing well-being and positive school climate framework.
 2. Developing and delivering school leadership and teachers' training, including training on various topics concerning well-being and school climate at the primary school level.
 3. Experience in developing training modules and materials for psychosocial support and wellbeing.
- Experience in the Palestinian context or other Fragility, Conflict, and Violence (FCV)-affected country is preferred.
- Experience working in the Middle East and North Africa region and knowledge of Arabic preferred.

6. Estimated Timetable

The successful consultant is expected to commence the services in early February 2024. The duration of the assignment is expected to range between (8-10) calendar months. The Level of Effort (LoE) is estimated to be 200 man/ day.

7. Selection Method and Type of Contract

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

8. Reporting

The consultant will report to the PCU Director.

- The consultant will work under the supervision and guidance of the Palestinian Ministry of Education & Higher Education (MOEHE), Ramallah. The focal point and the administrative counterpart will be the Director of the Project Coordination Unit (PCU).
- The joint MOEHE-World Bank Component 1 task management team will serve as the central consultative body to review and provide feedback on draft deliverables.

9. Institutional Arrangements

The selected consultant will work under the supervision and guidance of the Palestinian Authority’s Ministry of Education & Higher Education (MOEHE) based in Ramallah and will consult closely with the World Bank. The SERATAC Project Coordination Unit (PCU) will provide the selected consultant with assistance in scheduling meetings, workshops, and focus groups, and provide all logistics for workshops and meetings. The MOEHE shall also make available any other relevant project documentation of SERATAC.