

## **TERMS OF REFERENCE (TOR)**

### **Firm Consultancy Services for Supporting the Technical Design and Development of a Learning Recovery Program in Grades 1-6 in the West Bank**

#### **Supporting an Education Reform Agenda for Improving Teaching, Assessment, and Career Pathways (SERATAC)**

##### **I. Overview**

The Palestinian Ministry of Education and Higher Education (MoEHE) is dedicated to enhancing the achievements and skills of students, with a focus on meeting basic education goals despite facing various obstacles such as the catastrophic impact of the conflict on the Gaza Strip and West Bank, the challenges posed by the COVID 19 pandemic, and teacher strikes. The current context has necessitated an intensified focus on the agility and resilience of the education system, with priority on supporting teachers and students in overcoming these challenges. In classrooms with a wide range of different learning levels and needs, teachers will benefit from in-person support to build foundational skills, strengthen teaching at the right level, enhance student wellbeing, and recover learning losses.

Under the SERATAC project, the MoEHE will roll out a comprehensive Learning Recovery Program in Arabic and mathematics for grades 1-6. Students and teachers in selected public schools in the targeted grades will benefit from additional support through “volunteer assistant teachers” (henceforth assistant teachers) who will be present in classrooms and facilitate learning activities under the guidance of the teacher. Assistant teachers may be students in their final year of teacher education, recent teacher education graduates, or retired teachers. They will be provided with a reasonable per-diem and incentives following the criteria established by MoEHE under the project. These efforts are designed to ensure that all students engage in learning activities suitable for their achievement levels in core subjects and achieve priority learning objectives focused on foundational skills in Arabic and mathematics. The MOEHE is seeking to contract a qualified firm, non-governmental organization (NGO), or university to support this effort.

##### **II. Objective of the Consultancy**

The main goal of this consultancy is to support the MOEHE to:

1. Develop high-quality, evidence-based catch-up teaching and learning materials and activities for in-person support in **Arabic language** in grades 1–6.
2. Develop training materials to train master trainers who will train teachers and assistant teachers on how to implement the catch-up learning materials.
3. Support a large-scale pilot and rollout of the program, including training of tutors and information sessions for teachers and principals.

These efforts are designed to ensure that all students engage in learning activities suitable for their achievement levels in Arabic and achieve minimum proficiency in priority learning objectives focused on foundational skills essential for successful reading and writing.

The consultancy will have a targeted start date of November 1, 2025. The in-person support through assistant teachers shall be piloted at large scale in the second semester of Academic Year 2025/26 (February to June 2026), in preparation for a full rollout in September 2026. There is a possibility of extension based on satisfactory performance.

### **III. Scope of Work**

All content, training materials, and resources developed under the contract are fully aligned with the UNESCO Recommendation on Education for Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development dated November 20, 2023.

The firm shall work collaboratively with the MoEHE and in close coordination with any other relevant stakeholders and firms involved in the preparation and implementation of the Learning Recovery Program to conduct the following tasks.

#### **Task 1: Develop a technical implementation plan**

The firm shall develop and submit for the MoEHE's approval a comprehensive technical implementation plan that is fully aligned with, and integrated into, a broader implementation plan being developed by a "management firm" that is responsible for the selection, recruitment, and coordination of the assistant volunteer teachers (separate assignment, not covered under these ToR). The plan should clearly articulate the instructional and pedagogical approach to delivering the in-person catch-up learning support for Grades 1-6, with specific focus on the following components:

1. Learning Recovery Strategy:
  - a. Describe the learning experience of students who will be benefitting from the additional support in the classroom, including how teachers and assistant teachers will work together to tailor instruction to different skills/knowledge levels and address the students' specific needs;
  - b. Outline how student learning will be regularly assessed by teachers and assistant through frequent formative assessment;
  - c. Explain how student learning data will be collected, analyzed, and used to inform instruction and adjust the learning process;
  - d. Describe how teachers and assistant teachers will be expected to collaborate to best support student learning, and how continuous training will accompany the process;
2. Monitoring & Evaluation:

- a. Lay out how implementation will be continuously monitored in close collaboration with MoEHE and the management firm (including definition of key indicators, quantitative and qualitative information, and data sources);
- b. Define the quality assurance process for both content and pedagogy of the in-person catch-up learning activities and describe how feedback will be collected and used to inform the continuous refinement of the Learning Recovery program.

Building on implementation progress reports, the firm shall make adjustments to the design of the Grade 1-6 Learning Recovery Program (including the catch-up learning materials, assessment tools, and training) as necessary, in close coordination with the MoEHE team and the management firm.

## **Task 2. Develop catch-up teaching and learning materials**

Building on priority learning objectives for foundational Arabic language skills in grades 1-6 as identified by MoEHE, the firm will develop catch-up teaching and learning materials for use by teachers and assistant teachers, along with in-class, teacher-led assessment tools to monitor student progress. Specifically, this includes:

### ***Task 2.1 Review priority learning objectives for catch-up***

- Based on current teaching and learning materials for grades 1–6 core subjects and the MoEHE’s ongoing benchmarking exercise, identify a limited set of priority learning objectives in Arabic language for each grade to form the basis of development of catch-up materials, focusing on foundational skills essential for successful reading, writing, and Arabic language comprehension.
- Lead a workshop of key stakeholders agreed with the MOHE to present the proposed set of priority learning objectives and agree the final set.

### ***Task 2.2 Develop catch-up teaching and learning materials***

- Convene a team of material developers to create a set of engaging and effective teaching and learning materials for **Arabic language** aligned with the identified priority learning objectives. As much as possible, build on and adapt readily available, existing content from MoEHE or other relevant contexts.
- Ensure materials are appropriate for students with varying levels of learning loss and cater to diverse needs and interests.
- Include a variety of activities, such as games, songs, stories, and hands-on projects, to promote active learning and engagement.
- Incorporate elements of differentiated instruction and teaching at the right level to address individual student needs and learning gaps.
- Embed psychosocial support activities to enhance student wellbeing as appropriate.

- Ensure materials are accessible in both paper and online formats to facilitate flexibility and reach.
- Include simple and clear guidance to teachers and assistant teachers on how to use the materials in conjunction with MoEHE's existing teaching and learning materials.
- Include at-home literacy ideas and activities that parents can do with their students if in-person schooling is not possible. These should be accompanied by clear guidance to parents.
- Lead a series of workshops with key stakeholders identified by the MOHE to review and finalize the learning materials.

***Task 2.3 Develop in-class, teacher-led assessment tools for schools to monitor student progress***

- Prepare teacher-led formative assessment tools to provide teachers with information on students' mastery of the priority learning objectives.
- Ensure assessment tools are aligned with the learning materials and enable the provision of actionable feedback for teachers and students.
- Include the early grade Arabic screening check as part of the assessment tools.
- Include a variety of assessment methods, such as observation checklists, informal assessments, and short quizzes, to capture a comprehensive understanding of student learning.
- Provide guidance to teachers on how to use the assessment tools to inform their instructional decisions and adjust teaching strategies as needed.
- Lead a series of workshops with key stakeholders identified by the MOHE to review and finalize the learning materials.

***Task 2.4 Develop training and guidance materials for assistant teachers and teachers***

- Develop training materials for onboarding and continuous support of assistant teachers. This includes the development of materials specific to the needs of this program and associated topics critical to the successful delivery, such as child development, supporting learning of Arabic language, and different types of catch-up activities that the teacher may expect them to support, and working with school staff.
- Develop training materials to ensure teachers, assistant teachers, and principals have a shared understanding of the scope and objectives of the program, and the roles and responsibilities of all involved stakeholders.
- Develop a training package with materials and facilitator guide that can be used by master trainers to deliver the training.

**Task 3. Conduct large-scale pilot**

The firm is responsible for conducting a comprehensive, large-scale pilot of the catch-up learning materials and in-person support through assistant teachers in selected schools identified by MoEHE. The firm will be tasked with delivering training to ensure that assistant teachers are well prepared for working under the guidance of teachers in schools. Throughout the pilot, focus group discussions and surveys among all relevant stakeholders shall be conducted to reflect on the

effectiveness of the program, and identify any changes for the full implementation. The large-scale pilot will also serve to ensure that the procedures proposed by the firm to continuously enhance the content of the catch-up activities and delivery of training to teachers and assistant teachers. At the end of the pilot, the firm will make necessary adjustments to all materials as necessary, in accordance with MoEHE recommendations and survey feedback.

#### **Task 4. Provide implementation support for full rollout**

The firm shall provide implementation support for the scaled-up rollout of the Learning Recovery Program for Grades 1-6 in the 2026/27 Academic Year. Tasks will include but are not limited to: initial training of assistant teachers, teachers, and principals; ongoing training / coaching of assistant teachers; collection of qualitative feedback from all relevant stakeholders; building on feedback, continuous enhancement of catch-up learning materials and trainings.

#### **IV. Deliverables**

<b>Deliverable</b>	<b>Description</b>	<b>Timeline</b>
Deliverable 1 Technical Implementation Plan	The firm shall present a plan to elaborate on technical implementation details such as: 1) learning: how the firm plans to regularly assess student learning, how online sessions shall be targeted to different levels of student skill/knowledge, and how student learning data be used to adjust learning, 2) monitoring & evaluation: how the implementation will be monitored and continually adjusted as needed.	Nov 15, 2025
Deliverable 2 Priority learning objectives for catch-up	A list of priority learning objectives for catch-up programs in grades 1–6 core subjects building on the ongoing MoEHE benchmarking exercise and existing teaching and learning materials.	Nov 15, 2025
Deliverable 3 Develop in-class, teacher-led assessment tools for schools to monitor student progress	<p>A set of catch-up teaching and learning materials for grades 1–6 core subjects, aligned with the identified priority learning objectives, including:</p> <ul style="list-style-type: none"> <li>• Engaging and effective activities for each learning objective with teacher guide.</li> <li>• Differentiated instruction strategies to address individual student needs.</li> <li>• Accessible materials in both paper and online formats.</li> </ul>	Dec 30, 2025

	<ul style="list-style-type: none"> <li>• At-home literacy ideas and activities for parents.</li> </ul>	
Deliverable 4 Conduct large-scale pilot	<p>The firm shall conduct a large-scale pilot of the Learning Recovery Program in Grades 1-6 in selected schools identified by the MoEHE. The firm will be responsible for:</p> <ul style="list-style-type: none"> <li>• conducting the training of master trainers and providing hands-on support for the training for assistant teachers, teachers, and principals;</li> <li>• submitting bi-weekly implementation progress reports, in close collaboration with the management firm;</li> <li>• collecting qualitative feedback from all relevant stakeholders; and</li> <li>• adjusting training and catch-up learning materials and activities as needed</li> </ul>	February-June 2026
Deliverable 5 Technical report on large-scale pilot	A technical report shall be submitted with takeaways from the pilot and recommendations for changes to be undertaken in the full implementation.	June 30, 2026
Deliverable 6 Amended documents/resources and delivery of trainings	The firm will make necessary revisions to all relevant materials (catch-up learning materials, training materials, materials targeting parents, etc.) and adjust implementation support processes as needed ahead of the scale-up.	August 20, 2026
Deliverable 7 Implementation support and bi-weekly implementation status reports: Scaled-up rollout	Throughout the scaled-up rollout, the firm will be responsible for providing implementation support, notably on the training and continuous support / coaching of assistant teachers and enhancement of catch-up activities. The firm will submit bi-weekly implementation progress reports, in close collaboration with the management firm.	September 2026-June 2027

Deliverable 8 Final technical report	The firm will submit a final technical report summarizing student participation and learning outcomes over the AY and evaluate teacher performance. The report will highlight assessment results, alongside a set of lessons learned and recommendations to the MOEHE.	June 20, 2026
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## V. Minimum required qualifications

The firm / NGO / institution will have a proven track record in the development of teaching and learning materials for K–12 education. Specifically, the firm / NGO / institution shall possess, as minimum, the following qualifications:

- 10 years at least of proven experience in developing curriculum and teaching and learning materials for primary school or providing related training programs.
- 8 years of proven experience in conducting similar assignments and covering, at least, the following aspects:
  - Experience in assessing and developing mathematics and Arabic literacy resources and learning materials.
  - Expertise in curriculum development and pedagogy in mathematics and Arabic language.
- Solid knowledge of the latest evidence on mathematics and Arabic language teaching and learning.
- **The firm's/NGO's/institution's team must include the following:**
  - In-house primary school, Arabic language teaching, and mathematics teaching professors: 7 years of proven experience in such assignments.
  - Primary school teaching and learning materials expertise: 7 years of proven experience in developing teaching and learning curriculum or materials.
  - Instructional design expertise, with 10 years of a proven experience in design, teaching practices, and pedagogy.

- Curriculum design and development expertise, with 7 years of proven experience in developing mathematics and Arabic language curriculum standards.
- Designer and editor of teaching and learning materials: 5 years of proven experience in designing and formatting the content of teaching and learning materials.

## **VI. Institutional arrangements**

The selected firm will work under the supervision and guidance of the Palestinian MoEHE, Ramallah. The firm will report to the Projects Coordination Unit (PCU) at the MoEHE, which will liaise with the task force to ensure efficient day-to-day management of the task. This will include weekly check-in meetings between the firm and PCU on implementation progress and additional technical meetings with the MoEHE technical team as needed. The firm will be asked to work in close collaboration with other institutions working on related assignments, in particular the management firm that will recruit and manage the assistant teachers, and the technical firm that will develop catch-up learning activities for mathematics.

## **VII. Selection method and 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.

The selection method is Consultant’s Qualification-based Selection (CQS). The contract type is lump sum contract upon submission and approval of select deliverables.