

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

### **Firm Consultancy Services for Supporting the Technical Design and Development of a Learning Recovery Program in Grades 7-9 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.

Under the SERATAC project, the MoEHE will roll out a comprehensive Learning Recovery Program in grades 7-9 in mathematics, science, and Arabic. Students in selected public schools in the targeted grades will benefit from live, small-group academic support online sessions (tutoring) delivered by “assistant volunteer tutors” (henceforth tutors) in alignment with teachers’ remedial education plans. Sessions will be held weekly and last for at least one hour. Tutors will be recent university graduates of the targeted subjects or retired teachers. They will be provided with a reasonable per-diem and incentives following the criteria established by MoEHE under the SERATAC Phase 2 Project. Students will further be supported by counselors through individual student check-ins to help ensure well-being and monitor progress on the remedial plans. A baseline assessment will determine whether students are eligible for the program. 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 Arabic, mathematics, and science. The MoEHE is seeking to contract a qualified firm or Non-Governmental Organization (NGO) to support this effort.

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

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

1. Develop teaching and learning materials to be used by tutors to facilitate the live, small-group, online academic support sessions for the subjects of Arabic, math, and science in Grades 7-9.
2. Compile high-quality, existing resources that can be assigned as homework or used by students for self-study to complement the tutoring sessions.
3. Develop training materials to train the tutors and familiarize teachers and principals with the program.
4. Support the pilot and rollout of the program, including training of tutors and information sessions for teachers and principals.

The consultancy has an expected targeted start date of November 1, 2025. The live, online academic support shall be piloted at large scale in a subset of subjects and/or grades as determined by MoEHE in the second semester of Academic Year 2025/26 (February to June 2026), in preparation for a full rollout in the following Academic Year. 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 tutors (separate assignment, not covered under these ToR). The plan should clearly articulate the instructional and pedagogical approach to delivering the online academic support for Grades 7-9, with specific focus on the following components:

1. Learning Recovery Strategy:
  - a. Support the development of baseline assessments that will determine student eligibility for the program;
  - b. Describe the learning experience of students who will be enrolled in the program, including how tutors will tailor their sessions to different skills/knowledge levels and address the specific needs of the group;
  - c. Outline how student learning will be regularly assessed by tutors, including baseline and ongoing formative assessment;
  - d. Explain how student learning data will be collected, analyzed, and used to inform instruction and adjust the learning process.
  - e. Describe how tutors, teachers, and counselors will be expected to coordinate regularly and efficiently to stay informed of students' progress and best support them in their remedial education journey;
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 how the quality assurance process for both content and pedagogy in the online sessions and collaboration between tutors, teachers, and counselors feed back into the continuous refinement of the Learning Recovery program.

Building on implementation progress reports, the firm shall make adjustments to the design of the Grade 7-9 Learning Recovery Program, teaching and learning materials, and self-study resources as necessary in close coordination with the MoEHE team and the management firm.

### **Task 2: Develop and compile teaching and learning materials, student resource packages, assessment tools & planning and reporting templates**

The firm shall develop teaching materials that will be used by tutors to facilitate the online sessions. These materials shall be aligned with core learning objectives for the respective subjects and grades but also need to include materials to convey foundational concepts and skills for students who have fallen significantly behind grade level. As much as possible, build on and adapt readily available, existing content from MoEHE or other relevant contexts.

Teaching and learning materials may include presentations/slides, age- and skill level-appropriate texts, worksheets, documents/handouts, educational apps (e.g., Kahoot), quizzes, games, videos, and discussion boards/forums. They should embed selected activities aimed at enhancing students' overall psychosocial wellbeing as appropriate.

In addition, the firm will be responsible for compiling student resource packages. The firm will review existing resources from MoEHE and other relevant contexts, and compile them into levelled packages. These packages will complement the online sessions to include (i) homework and extension activities assigned by the tutor, and (ii) materials for student self-study.

Finally, the firm shall develop assessment tools and templates for weekly and monthly planning and reporting. Assessments shall include a baseline assessment to determine eligibility for the intervention, as well as ongoing formative assessments to monitor students' levels and progress. The weekly and monthly templates shall be utilized by tutors to facilitate coordination with teachers and counselors, and keep parents informed of students' progress. These plans shall be shared with student class teachers and counselors to ensure a holistic and coordinated approach to accompany students in their remedial education journey.

### **Task 3: Develop and roll out training of tutors & information sessions for teachers and principals**

The firm will develop training materials to train recruited tutors. Training materials shall cover both initial training (minimum 20 hours of training before tutors begin teaching online sessions) and a concept for ongoing training / coaching (minimum 20 hours of training spread out during each academic year). The content of ongoing training will be continuously refined based on insights from the pilot and monitoring and evaluation throughout implementation. Training materials shall be aligned to the MoEHE Arabic, Math, and Science learning expectations for Grades 7-9, and include a focus on both content and pedagogy (in particular, pedagogical strategies that can support individualized online instruction). Training materials will also build on the review

of mechanisms to assess student learning needs and remedial education plans, and the associated Technical Report, which will be provided by the MoEHE.

The firm shall conduct the initial training of tutors in-person according to the approved training materials and training schedule. The initial training should include a one-day, joint information session for tutors, teachers, counselors, and principals. This initial training day will serve to ensure a mutual understanding of the scope of the Learning Recovery program and each stakeholders' roles and responsibilities.

The firm is further responsible for managing all technical (i.e. content, pedagogical) aspects related to the onboarding and continuous training of the tutors, in close coordination with the MoEHE and the management firm responsible for the logistical aspects and coordination of the training.

#### **Task 4: Conduct large-scale pilot**

The firm is responsible for conducting a comprehensive, large-scale pilot of the online academic support sessions in a subset of subjects and/or grades as determined by the MoEHE. This will include testing the baseline assessment that will be used to determine eligibility for the program. During the pilot, the firm, in collaboration with the MoEHE and management firm, shall monitor the quality of online support sessions and the effectiveness of proposed coordination mechanisms between tutors, teachers, and counselors to support students' academic performance and wellbeing.

At the end of the pilot, a survey among all relevant stakeholders (students, teachers, tutors, counselors) shall be conducted to share their experience, reflect on the effectiveness of the pilot, and recommend any changes for the full implementation. The pilot will also serve to ensure that the procedures proposed by the firm to continuously enhance the content and delivery of the online sessions and facilitate coordination between stakeholders will be feasible when implemented at full scale. At the end of the pilot, the firm will make necessary adjustments to teaching and learning materials, training materials, planning and reporting templates etc., in accordance with MoEHE recommendations and survey feedback.

#### **Task 5: Provide implementation support for scaled-up rollout of the Learning Recovery Program for Grades 7-9**

The firm shall provide implementation support for the scaled-up rollout of the Learning Recovery Program for Grades 7-9 in the 2026/27 Academic Year. Selected subjects and grades may be prioritized for each semester as determined by MoEHE. Tasks will include but are not limited to: initial training of tutors, teachers, counselors, and principals; ongoing training / coaching of tutors; collection of qualitative feedback from all relevant stakeholders; building on feedback, continuous enhancement of teaching & learning materials, student resources, assessment tools, and planning and reporting templates.

#### IV. Deliverables and timeline

Deliverable	Description	Timeline
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
Teaching and learning materials, student resource packages & training materials	<p>The firm shall compile and develop building on existing resources from MoEHE and other relevant contexts:</p> <ul style="list-style-type: none"> <li>teaching and learning materials that will be used to facilitate the online sessions. This will include materials such as presentations/slides, age- and skill level-appropriate texts, worksheets, documents/handouts, educational apps (e.g., Kahoot), quizzes, games, videos, and/or discussion boards/forums.</li> <li>levelled student resource packages for homework and self-study;</li> <li>weekly &amp; monthly planning and reporting templates for tutors;</li> <li>training materials to support recruited tutors and ensure mutual understanding of the program by tutors, teachers, principals, and counselors.</li> </ul>	Dec 30, 2025 for a subset of subjects and grades as determined by MoEHE, with continuous expansion to cover all subjects (math, science, Arabic) and grades (7-9) by June 30, 2026
Bi-weekly implementation progress reports: Large-Scale Pilot	The firm is responsible for conducting a comprehensive, large-scale pilot of the online academic support sessions in a subset of subjects and/or grades as determined by the MoEHE. This will include testing the baseline assessment, live online academic support sessions, coordination mechanisms, and a	February-June 2026

	survey with all stakeholders. Throughout the pilot, the firm will be responsible for submitting bi-weekly implementation progress reports, in close collaboration with the management firm.	
Technical Report: 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
Amended documents/resources and delivery of trainings	At the end of the pilot, the firm will make necessary revisions to all relevant materials (teaching and learning materials, student resource packages, etc.) and adjust implementation support processes as needed ahead of the scale-up.	August 20, 2026
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, additional training as needed, and tasked with submitting bi-weekly implementation progress reports, in close collaboration with the management firm.	September 2026 – June 2027
Amended documents/resources	By the end of each semester, the firm will make necessary revisions to all relevant materials (teaching and learning materials, student resource packages, etc.) based on continuous feedback as needed and share the updated materials with MoEHE for review and approval.	December 2026 & June 2027
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 30, 2027

## V. Institutional experience

The selected firm shall demonstrate the following experience to complete the work required for this consultancy:

Item	Years
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Experience developing teaching and learning materials for tutoring and comparable remedial education interventions	10 years
Experience in online education/EdTech, specific experience in online tutoring/teaching strongly preferred	5 years
Experience in mathematics, science, and Arabic language learning and instruction	5 years
Experience in assessment tool development	5 years
Experience monitoring learning and engagement metrics, including teacher performance and learning outcomes.	5 years

## VI. Personnel and staffing

The following personnel and staffing requirements shall be met by the firm:

Team member	Experience	Role
Lead Education Expert (LEE)	At least 10 years of experience in tutoring and comparable remedial education interventions; expertise in secondary education, specifically in math, science, and Arabic language education	Responsible for developing and overseeing the overall Learning Recovery Program, ensuring coherence with regular school instruction by teachers and complementary wellbeing support through counselors; providing quality assurance of all developed teaching and learning resources, training materials, etc.
Team of Educational Content and Assessment Developers	At least five years of experience in developing teaching and learning materials for tutoring interventions or comparable catch-up programs, with dedicated subject matter and assessment expertise in math, science, and Arabic language in upper primary / lower secondary education	Responsible for developing learning resources, assessment rubrics, aligning materials with the intended learning outcomes; and delivering trainings.
Project Manager	At least 10 years of experience in education project management in lower-	Responsible for supporting LEE in project management and oversight, quality assurance,

	middle income and conflict-affected countries	team coordination, and adherence to project timeline
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## **VII. 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 MoEHE is exploring a rigorous evaluation of the Learning Recovery interventions. In such case, the selected firm will be expected to coordinate closely with the research team under MoEHE supervision, provide any necessary data, and ensure fidelity to the evaluation design.

## **VIII. 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.