

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

### **Firm consultancy services for supporting the management of Learning Recovery interventions in Grades 1-9 in the West Bank**

#### **Supporting an Education Reform Agenda for Improving Teaching, Assessment, and Career Pathways (SERATAC) Phase 2**

## **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. To this end, the MoEHE is launching a package of learning recovery interventions focused on core subjects for grades 1-6 (Arabic, mathematics) and grades 7-9 (Arabic, mathematics, science) in the West Bank.

Students and teachers in grades 1-6 in selected public schools will benefit from additional support through “volunteer assistant teachers” who will be present in classrooms and facilitate learning activities under the guidance of the teacher. Students in grades 7-9 in selected public schools will benefit from live, small-group academic support online sessions (tutoring) delivered by “assistant volunteer tutors” in alignment with teachers’ remedial education plans. This activity will be complemented by piloting adaptive learning software to promote mathematics learning. Students will further be supported by counselors through individual student check-ins to help ensure well-being and monitor progress on the remedial plans. This will potentially be supported by “volunteer assistant counselors” in schools that do not have a MoEHE-appointed counselor on staff. Volunteer assistant teachers, tutors, and counselors will be provided with a reasonable per-diem and incentives following the criteria established by MoEHE under the SERATAC Phase 2 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, mathematics, and science.

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

The main goal of this consultancy is to:

1. Select and recruit an assistant volunteer workforce (teachers, tutors, and potentially counselors) for the envisaged Learning Recovery interventions, based on qualifications criteria specified by the MoEHE;
2. Support the logistical aspects of preparing and implementing training sessions for the assistant volunteer workforce;
3. Monitor the day-to-day implementation of the Learning Recovery interventions in grades 1-6 and grades 7-9;

4. Manage all administrative aspects related to the disbursement of per diems and transportation allowance to the assistant volunteer workforce as applicable following the criteria established by MoEHE under the SERATAC Phase 2 Project.

The MoEHE is seeking to contract a qualified firm, non-governmental organization (NGO) or university to recruit, train, and manage (i) a group of volunteer assistant teachers who will work in-person in schools in Arabic and mathematics classes with (and under the direction of) grades 1–6 teachers, (ii) a group of volunteer assistant tutors who will carry out live, online, small-group academic support sessions to grades 7-9 students, and – potentially – (iii) a small group of assistant volunteer counselors to follow up on the wellbeing of students in schools that do not have an MoEHE counselor.

The consultancy will have a targeted start date of October 15, 2025. The contract will span the management of Learning Recovery interventions expected to be implemented between January 2026 and December 2026, with possibility of extension based on satisfactory performance.

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

The firm shall work collaboratively with the MoEHE and other technical firms hired by MoEHE for the development of teaching and learning materials and training programs to conduct the following tasks:

#### **Task 1: Development of a comprehensive implementation plan**

The firm shall develop and receive approval from the MoEHE on an implementation plan that outlines key details for the implementation of the in-person support at schools for grades 1-6, the live, online academic support sessions for grades 7-9, and check-ins by counseling staff to ensure student wellbeing. The plan shall elaborate on details such as:

1. Staffing: how the firm plans to select, recruit, train, and manage the volunteer assistant workforce. This includes co-designing with the MOEHE a program to place the voluntary assistant workforce in selected schools.;
2. Outreach: an outreach and engagement plan to contact, sign up, and monitor/incentivize/encourage continuous participation of targeted students;
3. Monitoring: how the firm will be leveraging existing IT platforms within MoEHE and collect complementary data as needed to closely monitor the delivery of Learning Recovery (including, for example, number of classes supported by any given volunteer assistant teacher, number of online academic support sessions conducted, number of individual counselor check-ins completed, and tracking of services received for each individual student beneficiary) ;
4. Data management: where data be stored and how will data be shared with teachers, parents, and the MoEHE, in line with relevant data security and privacy regulations;
5. Administrative arrangements: how the firm plans to coordinate a large number of volunteer assistant teachers and tutors, and disburse per-diems and transportation allowance in a timely manner to each volunteer assistant teacher, tutor, and counselor against verified delivery of agreed upon services.

The firm shall work closely and collaboratively with the technical firms who will develop the teaching and learning materials and training program for the Learning Recovery interventions to incorporate the technical implementation plan in the comprehensive plan.

### **Task 2: Selection and Recruitment of Volunteer Assistant Workforce**

In close coordination with MoEHE, the firm shall manage the selection and recruitment process for the required number of volunteer assistant teachers for in-person support in grades 1-6, volunteer assistant tutors for online academic support sessions in grades 7-9, and potentially assistant volunteer counselors. The selection and recruitment process shall be based on the roster of targeted schools provided by MoEHE, the eligibility and minimum qualifications requirements as per the Terms of Reference (ToR) for the volunteer assistant workforce developed by MoEHE, and in accordance with the approved implementation plan. The hiring process must include an interview with a practical teaching element (e.g., a sample online teaching segment, a scenario-based task of in-person learning situation). For the documentation of interviewees' performance, the firm shall develop a clear performance evaluation matrix. Where possible and in consultation with MoEHE, the firm shall prioritize the recruitment and hiring of recent university graduates and teaching program students in their final year of pre-service training enrolled at local universities.

The firm shall provide a list of prospective recruits to the MoEHE, alongside their CVs, a justification for their hiring based on the interview performance evaluation matrix, and proposed school assignment (and students, as needed) and their offered compensation, for final review and approval.

### **Task 3: Piloting of the Learning Recovery interventions**

The firm is responsible for managing all logistics related to the onboarding and continuous training of the volunteer assistant workforce, in close coordination with the MoEHE and the technical firm responsible for the development of training materials and content. A comprehensive, large-scale pilot of the package of Learning Recovery interventions (in-school in grades 1-6, online sessions in grades 7-9, complementary adaptive learning platform, and counselor check-ins) will take place in the spring term 2026. The firm will be responsible for managing the volunteer assistant workforce participating in the pilot and monitor the participation in and quality of in-person and online learning activities. At the end of the pilot, a survey among all relevant stakeholders (students, teachers, volunteer assistant 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 monitor and manage the assistant volunteer workforce are adequate and will be feasible to support the Learning Recovery interventions when implemented at full scale. At the end of the pilot, the firm will make necessary adjustments, in accordance with MoEHE recommendations and survey feedback. The results from the pilot shall be shared with the technical consulting firm to review and amend the developed teaching and learning material if needed.

#### **Task 4: Implementation of the Learning Recovery interventions**

The firm shall handle all logistics of scheduling, deploying, and coordinating volunteer assistant teachers for grades 1-6, volunteer assistant tutors for grades 7-9, and volunteer assistant counselors if applicable. This includes ensuring adequate staffing in each school, arranging substitutes if and where needed, and continuous follow-up with both teachers and the volunteer assistant workforce throughout implementation to troubleshoot and support as needed, in close coordination with MoEHE, participating schools, and the technical firms. The firm will be responsible to track the number of learning/support sessions facilitated by each volunteer assistant teacher, tutor, or counselor. In addition, the firm shall ensure timely payment of per diems and transportation allowances to the volunteer assistant workforce for eligible costs incurred.

The firm shall further implement the online academic support sessions for G7-9 following the pilot in the second semester of the Academic Year 2025/26 (January-June 2026) and the first semester of the Academic Year 2026/27 (September-December 2026), , with tasks including but not limited to:

- Develop a weekly schedule for live academic support sessions. Sessions shall last at least 60 minutes per session, with a maximum of 5 students per session. Sessions are to take place after school, on Thursdays (during the MoEHE's remote instruction days), or on the weekends. Sessions will follow the school calendar and will not be held during school vacations/public holidays.
- In coordination with the technical firm, develop a template and process for online teachers to report monthly to parents, school counselors, and classroom teachers on student attendance and progress. This should leverage existing systems and platforms such as the e-schools app as appropriate.
- Provide a Zoom/Teams/Webex connection link for each session (alternative video platforms may also be considered by the MoEHE, provided they are easily accessible and free of charge for students and volunteer assistant tutors). The connection link shall be shared with students and tutors, including through weekly notifications and reminders.
- Develop and maintain an online learning platform (such as Moodle, but preferably leveraging existing MoEHE platforms if feasible) to host session notes, slides, and other relevant materials onto the online platform, for viewing by students, and to provide a space for teachers and students to interact between online sessions (i.e., through monitored forums).
- Keep track of attendance logs, including implementing a system of notifications/outreach to students, parents, and schools when a student is chronically absent.
- Keep track of students' usage of the complementary Adaptive Learning platform and develop a system of notifications and encouragement in coordination with MoEHE and the technical firm.

#### **Task 5: Monitoring, evaluation, and reporting on program implementation and effectiveness**

The firm shall develop metrics to closely monitor implementation and assess the effectiveness of the different Learning Recovery interventions. Regular reports should be provided to the MOEHE, including periodic feedback from students, teachers, parents, and school principals.

The assistant teacher for G7-9, shall provide monthly reports on student learning, to be shared with parents and class teachers. The reports should include the following key information:

- Student attendance report
- Topics covered over the past month
- Areas of growth and areas of improvement
- Student attitude and behavior in class
- Results from periodic student assessments

The firm shall provide monthly reports to the MoEHE, District Offices, and schools, with key information on the in-person support in grades 1-6, online academic support sessions in grades 7-9, and complementary use of the adaptive learning platform. Key indicators may include, but are not limited to:

- Number of classes supported by volunteer assistant teachers, disaggregated by subject, school, and district
- Number and duration of online academic support sessions held per month disaggregated by subject, school, and district
- Number of unique students attending all sessions
- Number of unique log-ins, forum posts, and resource downloads from learning platform
- Number and percentage of students attending at least one, two, three, or four sessions per month, disaggregated by gender
- Type and frequency of outreach/encouragement for students with low participation rates
- Student results from relevant learning assessments
- Number of connectivity/internet/IT issues logged and resolution for each issue

#### **IV. Deliverables and timeline**

| <b>Deliverable</b>  | <b>Description</b>   | <b>Timeline</b> |
|---------------------|--|-----------------|
| Implementation plan | The firm shall present a plan to elaborate on implementation details such as: 1) staffing: how the firm plans to recruit, train, and manage online teachers; 2) outreach: an outreach and engagement plan to contact, sign-up, and monitor/incentivize/encourage continuous participation of targeted students; 3) monitoring: how the firm will be leveraging existing IT platforms within MoEHE and collect complementary data as needed to closely monitor the delivery of Learning Recovery, 4) data management: where data be stored and how will data be shared with teachers, parents, and the MoEHE, in line with relevant data security and privacy regulations; 5) administrative arrangements: how the firm | Nov 15, 2025    |

|  |   |                               |
|--|---|-------------------------------|
|  | plans to coordinate and manage a large volunteer assistant workforce.   |                               |
| List of prospective volunteer assistant recruits   | The firm shall provide a list of prospective volunteer assistant teachers, tutors, and counselors to the MoEHE, alongside their CVs, a justification for their hiring, and their offered compensation, for final review and approval.   | January 15, 2026              |
| Technical report on the pilot  | The firm is responsible for conducting a comprehensive pilot of the Learning Recovery interventions. At the end of the pilot, a survey shall be conducted for students and online teachers to self-evaluate and reflect on the effectiveness of the pilot. A technical report shall be submitted with takeaways from the pilot and recommendations for changes to be undertaken in the full implementation. | April 15, 2026                |
| Amended documents/resources  | At the end of the pilot, the firm will make necessary revisions to the online support implementation, and in coordination with the technical firms responsible for the development of learning materials  | April 20, 2025                |
| Implementation support, monitoring, and regular reporting to MoEHE and other relevant stakeholders | The firm shall develop metrics to monitor implementation and assess the effectiveness of the Learning Recovery interventions. Weekly implementation reports with key metrics should be provided to the MoEHE. On a monthly basis, the firm should report to MoEHE, district offices, and schools, including feedback from relevant stakeholders such as students, teachers, parents, and principals.        | November 2025 – December 2026 |
| Final technical report   | The firm will submit a final report summarizing student participation and learning outcomes over the Academic Year. The report will highlight engagement trends, assessment results, and technology barriers affecting student progress. The report will also provide a   | January 31, 2027              |

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|  | set of lessons learned and recommendations to the MOEHE. |  |
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## **V. Institutional experience**

The selected firm shall demonstrate at least 5 to 10 years of relevant experience to complete the work required for this consultancy:

- Experience delivering large-scale, organized learning activities for students
- Ability to recruit and manage teachers/teaching assistants/tutors/counselors at a large scale
- Experience in online education/EdTech, specific experience in online tutoring/teaching preferred
- Experience collecting and monitoring relevant learning and engagement metrics, including student attendance and learning outcomes

## **VI. Personnel and staffing**

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

| <b>Team member</b>                                   | <b>Experience</b>   |
|--|---|
| Project Manager                                      | At least 10 years of experience in the area of education project management   |
| Assistant Volunteer Teachers, Tutors, and Counselors | Hired following requirements set out in Section III and ToR for the volunteer assistant workforce that will be provided by MoEHE.   |
| 1-2 Family/School Liaison Officers                   | At least three years of experience in education, preferably in roles related to administration, school counseling, and/or teaching  |
| Project Coordinator                                  | At least three years of experience in coordinator large scale online education projects, including liaising with teachers and cleaning and inputting collected data, report-writing, etc. |
| IT Support Staff                                     | At least five years of experience managing educational software and IT products, including online tutoring/teaching platforms such as Moodle, Microsoft Teams, and others.                |
| Administrative Assistants                            | At least three years of experience managing communications and payments for a large number of recruits.   |

## **VII. Institutional arrangements**

The selected firm will work under the supervision and guidance of the Palestinian MoEHE, Ramallah. The firm will report to the Project Coordination Unit (PCU) at the MoEHE, which will liaise with the task force to ensure efficient day-to-day management of the activities.

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.

The selected firm shall receive from the MoEHE:

1. List of targeted schools, grades and section targeted under subcomponent 1.2, with details related to the number of students at each grade/sections.
2. List of students (and their schools and subject teacher contacts) who shall participate in the online tutoring and adaptive learning.
3. Terms of Reference for Volunteer Assistant Teachers, Tutors, and Counselors, including a detailed description of expectations, responsibilities, expected qualifications and skills, time commitment, technical requirements for job holders (e.g., stable internet connection, familiarity with digital whiteboards, learning management systems), work schedule and workload, compensation, contract period, and other relevant aspects.

#### **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.