

**Government of the People's Republic of Bangladesh**  
Office of the Project Director  
Supporting Preparation and Implementation Readiness of Learning  
Enhancement and Acceleration in Primary Education (LEAP-BD) under PEDP5  
Directorate of Primary Education  
Mirpur-2, Dhaka, Bangladesh

**REQUEST FOR EXPRESSIONS OF INTEREST (REOI)**  
**(CONSULTING SERVICES – FIRMS SELECTION)**  
**[NATIONAL]**

**Country:** Bangladesh  
**Project Name :** Supporting PEDP5 Preparation and Implementation Readiness through Learning Enhancement and Acceleration in Primary Education (LEAP Bangladesh)

**Assignment Title:** Piloting and Development of a Scale-Up Operational Plan for Classroom Observations and Academic Supervision Support at School Level.

**Package No. :** SD-8 ✓

**Reference No. :** 38.01.0000.145.14.019.2026-152 Date: 24 June 2026

**Grant No. :** E-533-BD

The People's Republic of Bangladesh has received financing from the World Bank toward the cost of the Supporting PEDP5 Preparation and Implementation Readiness through Learning Enhancement and Acceleration in Primary Education (LEAP Bangladesh) under the Directorate of Primary Education, and intends to apply part of the proceeds for the consulting services.

The consulting services ("the Services") comprise: Piloting and Development of a Scale-Up Operational Plan for Classroom Observations and Academic Supervision Support at School Level.

The Terms of Reference (TOR) for the assignment can be found on the Directorate of Primary Education (DPE) website at [www.dpc.gov.bd](http://www.dpc.gov.bd)

The Directorate of Primary Education now invites eligible consulting firms ("Consultants") to express their interest in providing the Services. Interested Consultants should submit information demonstrating that they have the required qualifications and relevant experiences to perform the Services.

The attention of interested Consultants is drawn to paragraph 3.14, 3.16 and 3.17 of the World Bank's Procurement Regulations for IPF Borrowers (September 2025) which set forth the World Bank's policy on conflict of interest.

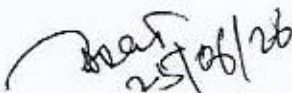
The best qualified firm to carry out the services will be selected in accordance with the Consultant's Qualifications Based Selection (CQS) method set out in the Regulations:

The interested firms should demonstrate the following qualifications and experiences:

- A minimum 10 years of proven experience in education sector consulting, teacher development, educational research, or institutional capacity development.
- Proven experience in teacher professional development, classroom observation, academic supervision, mentoring, coaching, and school improvement initiatives.
- Experience in designing and implementing education pilots and developing scale-up strategies and operational plans.
- Experience working with government institutions and/or development partners in the education sector.
- Demonstrated capacity in research, monitoring and evaluation, stakeholder engagement, and preparation of evidence-based recommendations.
- Knowledge of Bangladesh's primary education sector and familiarity with PEDP-related initiatives will be considered an advantage.

Further information may be obtained at the address below during office hours 09:00 to 16:00 hours.

Expressions of interest must be submitted in a written form to the address below in person by **10 July, 2026, 12:30 PM.**

  
25/06/26

(Md. Kamrul Hasan, ndc)  
Project Director  
LEAP-BD (Supporting PEDP5), DPE  
Room No.918, Level-8  
Mirpur-2, Dhaka, 1216

**REQUEST FOR EXPRESSIONS OF INTEREST (ROEI)  
(CONSULTING SERVICES – FIRMS SELECTION)  
[NATIONAL]**

**Country:** Bangladesh

**Project Name :** Supporting PEDP5 Preparation and Implementation Readiness through Learning Enhancement and Acceleration in Primary Education (LEAP Bangladesh)

**Assignment Title:** Development of a Strategic Roadmap and Costing Framework for Nationwide Expansion of Two-Year Pre-Primary Education (PPE) and Developing of an Engagement Strategy for Private/NGO-Run Primary Schools under PEDP5.

**Package No. :** SD-7.1 ✓

**Reference No. :** 38.01.0000.145.14.019.2026-152, Date: 24 June 2026

**Grant No. :** E-533-BD

The People's Republic of Bangladesh has received financing from the World Bank toward the cost of the Supporting PEDP5 Preparation and Implementation Readiness through Learning Enhancement and Acceleration in Primary Education (LEAP Bangladesh) under the Directorate of Primary Education, and intends to apply part of the proceeds for the consulting services.

The consulting services ("the Services") comprise: Part-A: Development of a Strategic Roadmap and Costing Framework for Nationwide Expansion of Two-Year Pre-Primary Education (PPE); and Part-B: Developing an Engagement Strategy for Private/NGO-Run Primary Schools under PEDP5.

The Terms of Reference (TOR) for the assignment can be found on the Directorate of Primary Education (DPE) website at [www.dpe.gov.bd](http://www.dpe.gov.bd)

The Directorate of Primary Education now invites eligible consulting firms ("Consultants") to express their interest in providing the Services. Interested Consultants should submit information demonstrating that they have the required qualifications and relevant experiences to perform the Services.

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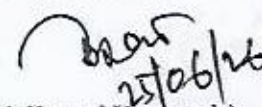
The best qualified firm to carry out the services will be selected in accordance with the Consultant's Qualifications Based Selection (CQS) method set out in the Regulations:

The interested firms should demonstrate the following qualifications and experiences:

- A minimum 10 years of experience in education sector consulting, research, policy, planning, or development programs.
- Proven experience in Early Childhood Care and Education (ECCE), pre-primary education, education sector planning, policy development, and system strengthening.
- Experience in preparing strategic roadmaps, scale-up plans, costing studies, financing frameworks, and monitoring systems for education programs.
- Experience working with government institutions and/or development partners in the primary education sub-sector.
- Demonstrated capacity in conducting research, stakeholder consultations, policy analysis, and preparing of evidence-based recommendations.
- Knowledge of Bangladesh's education sector and familiarity with PEDP-related initiatives will be considered an advantage.

Further information may be obtained at the address below during office hours 09:00 to 16:00 hours.

Expressions of interest must be submitted in a written form to the address below in person by 10 July, 2026, 12:15 PM.



(Md. Kamrul Hasam, ndc)

Project Director

LEAP-BD (Supporting PEDP5), DPE

## Terms of Reference (ToR) for

**Development of a Strategic Roadmap and Costing Framework for Nationwide Expansion of Two-Year Pre-Primary Education (PPE) and Developing an Engagement Strategy for Private/NGO-Run Primary Schools under PEDP5.**

Location: DPE, Mirpur-2, Dhaka-1216

Application Deadline: (As Per REOI)

Grant No. E-533 BD

Package No: BD-DPE-GFPP-CS-INDV-SD-07.1

Type of Contract: Firm

**Part-A: Development of a Strategic Roadmap and Costing Framework for Nationwide Expansion of Two-Year Pre-Primary Education (PPE):**

### 1. Project Background

The World Bank's Learning Enhancement and Acceleration in Primary Education in Bangladesh (LEAP-BD) Program will support Bangladesh's upcoming Fifth Primary Education Development Program (PEDP5), with a focus on improving the quality of primary education and enhancing foundational literacy and numeracy (FLN) for all children by strengthening school readiness, teacher effectiveness, and education system performance across pre-primary to Grade 5.

To support the preparatory phase, Bangladesh has secured a US\$1 million Grant Facility for Project Preparation (GFPP) through the World Bank's IDA window. The grant comes at a critical juncture, enabling the Ministry of Primary and Mass Education (MoPME) to access technical expertise and capacity-building opportunities that will inform the design, ensure quality delivery, and strengthen implementation readiness of LEAP-BD under PEDP5. The GFPP is intended to facilitate a high-quality program design and enhance institutional preparedness for effective rollout. The grant will finance technical assistance for preparing core project documents—including the Program Document, developing strategies for FLN, roadmap and costing for phased expansion of an additional year of pre-primary education (PPE); piloting classroom observation tools and teacher support frameworks; and fiduciary and safeguard assessments—and building capacity in financial management, procurement, and environmental and social safeguards across implementing agencies, etc.

PPE has been an integral part of Bangladesh's education system since the government introduced one year of free, compulsory PPE in public primary schools to support children's readiness for formal schooling. Over the years, access to PPE has expanded significantly under PEDP3 and PEDP4, contributing to improved enrollment and school preparedness. However, persistent challenges remain in ensuring consistent quality, including teacher capacity, classroom practices, learning materials, and effective implementation across diverse contexts.

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Project Director (Joint Secretary)  
LEAP BD (Supporting PEDP5)  
Directorate of Primary Education

PEDP5, with support from the LEAP-BD program, will put a stronger focus on improving the quality of existing PPE classes to strengthen early learning foundations and ensure meaningful school readiness. This includes enhancing teaching practices, strengthening learning environments, improving instructional materials, and reinforcing monitoring and support systems. Lessons from the pilot will inform future policy decisions and potential scale-up to strengthen the effectiveness and impact of PPE nationwide.

## 2. Objectives of the Assignment

The assignment aims to develop a quality-focused roadmap and costed scale-up plan to strengthen Pre-Primary Education (PPE) under PEDP5. This assignment is expected to cover both one-year (5+) and two-year (4+) PPE, with an emphasis on ensuring consistent quality nationwide for both 4+ and 5+ PPE and a costed scale for 4+ PPE. Besides, this will also look at different financing models for scale-up, including going beyond government provision. The consulting firm will:


- **Review existing PPE studies and evidence** (including feasibility and effectiveness studies for an additional year of PPE) to assess current **quality gaps**, implementation challenges, teacher capacity constraints, and financing bottlenecks.
- **Benchmark Bangladesh's PPE quality standards** against **global good practices in early childhood education** and recommend updates to national quality frameworks.
- **Define and strengthen quality assurance mechanisms**, including classroom observation, supervision systems, accreditation or minimum quality standards, and data-driven monitoring tools.
- **Design scalable models to ensure PPE quality** across diverse contexts, including **teacher recruitment, training, coaching, and continuous professional development** aligned with quality standards.
- **Develop quality-focused indicators and reporting tools** covering learning environment, teaching practices, child development outcomes, equity, and inclusion.
- **Prepare a costed scale-up plan** to ensure high-quality PPE nationwide, including **phased investment scenarios, unit cost estimates, and affordability analysis**.
- **Propose sustainable financing and resource mobilization strategies** to support quality improvements and system sustainability.
- **Identify and mitigate key risks**—including budget gaps, teacher attrition, uneven service quality, and inequities—to ensure effective and equitable implementation.

### 3. Scope of the Assignment

The consulting firm will be responsible for the following tasks and deliverables:

#### 3.1 Assessment of Existing PPE Landscape:

- Review the current state of pre-primary education (one year and two years) in Bangladesh, focusing on existing PPE programs, infrastructure, and resources.
- Examine existing studies (feasibility, effectiveness of additional year of PPE, evaluation reports).
- Assess gaps, challenges, and opportunities for scaling up PPE, especially in underserved regions focusing on current pre-primary facilities, teacher availability, and geographic disparities.

  
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Directorate of Primary Education

### 3.2 Development of the PPE Expansion Roadmap:

- Create a comprehensive roadmap outlining strategies, timelines, and objectives for expanding two-year PPE.
- Include stakeholder roles, institutional responsibilities, and coordination mechanisms.
- Ensure the roadmap aligns with national education policies and global educational frameworks and relevant international best practices.

### 3.3 Costing and Financial Planning:

- Provide a detailed cost estimate for implementing the two-year PPE expansion, covering infrastructure, personnel, training, materials, and monitoring systems.
- Propose a sustainable financing plan, identifying potential sources of funding, including government and donor support.
- Develop phased investment scenarios for varying levels of coverage (e.g., low, medium, high coverage).

### 3.4 Capacity Building Plan:

- Recommend capacity-building strategies for the Directorate of Primary Education (DPE) and other relevant agencies.
- Suggest training programs for teachers, school administrators, and local education officials to ensure effective implementation of PPE.
- Identify institutional strengthening needs to support long-term PPE expansion.

### 3.5 Monitoring and Evaluation Framework:

- Develop a framework for monitoring and evaluating the success of the PPE expansion, including key performance indicators (KPIs) and evaluation timelines.
- Propose methods for data collection, analysis, and reporting on PPE program impact.
- Recommend mechanisms for continuous learning and adaptive management.

### 3.6 Workshops and Stakeholder Consultations:

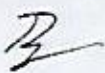
- Organize workshops and consultations with key stakeholders, including DPE officials, education experts, teachers, and local government representatives, to gather feedback and refine the roadmap and costing plans.
- Document stakeholder inputs and integrate them into final deliverables.

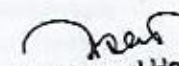
### 3.7 Sustainability and Risk Mitigation

- Recommend strategies for long-term financing (including government budget allocations, donor support, potential PPP models).
- Identify risks such as budget shortfalls, teacher attrition, and inequity.
- Propose mitigation measures and contingency planning.

### 3.8 Final Report:

- Deliver a comprehensive final report documenting the roadmap, costing, monitoring framework, and recommendations for the effective expansion of PPE.



  
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LEAP BD (Supporting PEDPS)  
Directorate of Primary Education

**Incorporate stakeholder feedback and provide clear guidance for phased implementation.**

#### **4. Reporting Arrangements**

The consulting firm will report directly to the **Project Director** of PEDPS and collaborate closely with the **Project Management Unit (PMU)**, **DPE**, and other relevant stakeholders. The firm will provide regular progress updates and submit draft reports for review by the Project Director. Feedback will be incorporated as necessary to ensure the deliverables meet the program's objectives and requirements.

#### **5. Expected Outputs of the Assignment**

The expected outputs of the assignment include:

- **Inception Report:** An initial report detailing the firm's methodology, work plan, and approach for developing the roadmap and costing.
- **Assessment Report:** A comprehensive analysis of the existing pre-primary education landscape and needs assessment for PPE expansion.
- **PPE Expansion Roadmap:** A detailed strategic plan for expanding PPE, including timelines, milestones, and stakeholder responsibilities.
- **Costing Report:** A financial estimation of the resources required to scale up PPE, including implementation costs and potential funding sources.
- **Capacity Building Plan:** A plan for strengthening the capacities of key stakeholders involved in PPE delivery.
- **Monitoring and Evaluation Framework:** A structure for monitoring and evaluating the impact of the PPE program.
- **Final Report:** A comprehensive final report summarizing all findings, recommendations, and the roadmap for PPE expansion.

#### **6. Consulting Firm Qualifications**

The consulting firm should demonstrate the following qualifications:

- **Expertise in Early Childhood and Pre-Primary Education** Proven experience in designing, costing, and implementing pre-primary education programs, including curriculum development, teacher training, and infrastructure planning.
- **Experience with Government Institutions and PEDPs** Demonstrated track record of working with MoPME, DPE, or comparable public-sector institutions, with familiarity of PEDP frameworks, objectives, and Bangladesh's primary education landscape.
- **Capacity for Roadmap Development and Scale-Up** Experience in preparing costed expansion plans, piloting education initiatives, and translating findings into scalable strategies with clear operational plans, financing scenarios, and monitoring frameworks.
- **Technical Expertise in Education Planning and Financing** Strong knowledge of education sector budgeting, procurement management, and financial modeling to ensure sustainability and alignment with PEDPS's results-based financing approach.
- **Stakeholder Engagement and Participatory Planning Skills** Experience collaborating with parents, teachers, local education officials, NGOs, and private providers (kindergartens, madrasas, community schools) to ensure contextual relevance, inclusivity, and ownership.

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Project Director (Joint Secretary)  
CAP BD (Supporting PEDPS)  
Education

- **Research and Evidence-Based Policy Skills** Demonstrated ability in conducting qualitative and quantitative research, analyzing education data, and producing actionable recommendations for system strengthening and instructional improvement.
- **Monitoring and Evaluation Expertise** Capacity to design indicators and tools for tracking access, quality, and equity in pre-primary education, integrated into national monitoring systems.
- **Knowledge of Bangladesh Context and Regulatory Environment** Familiarity with national education policies, regulatory frameworks, and ongoing reforms to strengthen teaching, learning, and governance in the primary education sector.

#### 7. Team Composition and Qualifications (Key positions)

The firm must deploy a qualified team with the following key experts:

| Key Positions                         | Minimum Qualifications                               | Experience                                                       |
|---------------------------------------|------------------------------------------------------|------------------------------------------------------------------|
| Team Leader / Senior Education Expert | Master's in Education or related field               | 10+ years in education sector reform                             |
| ECCE Specialist                       | Master's in Curriculum or Education or related field | 7+ years in ECCD or pre-primary program design or implementation |
| Costing & Financing Expert            | Master's in Economics, Finance or Public Finance     | 7+ years in financing education                                  |
| M&E Specialist                        | Master's in Social Sciences or M&E                   | 7+ years in designing and evaluating education pilots            |

#### 8. Selection Method

The consultant will be selected based on the Selection Methods for consultancy services based on the World Bank Procurement Regulations.

#### 9. Date of Commencement

The assignment is expected to commence on **1st September, 2026**.

#### 10. Assignment Period

The assignment will last from 1<sup>st</sup> September, 2026 to till Project Period (28 February, 2027).

#### 11. Payment

| Deliverable                                         | Payment % |
|-----------------------------------------------------|-----------|
| Inception Report (incl. work plan and pilot design) | 20%       |
| Assessment Report                                   | 10%       |
| PPE Expansion Roadmap                               | 30%       |
| Costing Report                                      | 20%       |
| Final Report                                        | 20%       |

Payment will be made against deliverables, subject to approval by DPE and/or the Grant Administrator.

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Project Director (Joint Secretary)  
LEAP BD (Supporting PEDPS)  
Directorate of Primary Education

## Part-B: Developing an Engagement Strategy for Private/NGO-Run Primary Schools under PEDP5.

### 1. Project Background

The World Bank's Learning Enhancement and Acceleration in Primary Education in Bangladesh (LEAP-BD) Program will support Bangladesh's upcoming Fifth Primary Education Development Program (PEDP5), with a focus on improving the quality of primary education and enhancing foundational literacy and numeracy (FLN) for all children by strengthening school readiness, teacher effectiveness, and education system performance across pre-primary to Grade 5.

To support the preparatory phase, Bangladesh has secured a US\$1 million Grant Facility for Project Preparation (GFPP) through the World Bank's IDA window. The grant comes at a critical juncture, enabling the Ministry of Primary and Mass Education (MoPME) to access technical expertise and capacity-building opportunities that will inform the design, ensure quality delivery, and strengthen implementation readiness of LEAP-BD under PEDP5. The GFPP is intended to facilitate a high-quality program design and enhance institutional preparedness for effective rollout. The grant will finance technical assistance for preparing core project documents—including the Program Document, developing strategies for FLN, roadmap and costing for phased expansion of an additional year of pre-primary education (PPE); piloting classroom observation tools and teacher support frameworks; and fiduciary and safeguard assessments—and building capacity in financial management, procurement, and environmental and social safeguards across implementing agencies, etc.

The PEDP5 aims to enhance the quality, equity, and effectiveness of primary education in Bangladesh across all types of schools. As per APSS 2024, 53,000 non-government primary schools out of 118,607 institutions—comprising NGO-run, private, kindergartens, and Ebtedayee madrasas—represent 47.8% of institutions and educate about 9.6 million children, accounting for 47.39% of total primary enrolment nationwide. As part of this program, there is a need to create a comprehensive strategy to engage with non-government primary schools such as private, kindergarten, and NGO-run primary schools and eptedaye madrasas, to improve collaboration, support quality improvement measures, and enhancing accountability to ensure that all schools contribute to Bangladesh's overall education development goals.

### 2. Objectives of the Assignment

The main objective of this consultancy is to develop an engagement strategy to improve collaboration between MoPME/DPE and non-government primary schools such as private, kindergarten, and NGO-run primary schools and madrasas, with a focus on:



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- Strengthening collaboration between government and non-government primary schools.
- Improving harmonization on the quality of education across all types of schools.
- Enhancing the schools' participation in education reform initiatives under PEDP5.

The strategy will identify entry points for collaboration with the private and NGO-run primary schools and recommend actions for implementation towards that end.

### 3. Scope of the Assignment (Deliverables)

The firm will be responsible for preparing an engagement strategy to enhance collaboration with private and NGO-run primary schools. The deliverables for this assignment include:

#### 3.1 Consultation with Stakeholders:

- Conduct a situational analysis to understand the existing policies, laws and regulations governing the collaboration between MoPME/DPE and non-GPS using available documents, reports, and other information.
- Conduct stakeholder consultations with key actors, including the Directorate of Primary Education (DPE), private school representatives, Non-government primary schools, education experts, and community leaders to validate the findings of the desk review, and,
- Gather inputs on the challenges and opportunities for establishing a meaningful collaboration environment between GPSs and Non-GPSs.

#### 3.2 Development of the Engagement Strategy:

Based on desk review and stakeholder consultations conducted, develop a detailed strategy outlining:

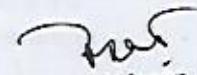
- Objectives and principles of the engagement strategy.
- Roles and responsibilities of key stakeholders including relevant authorities at MoPME and DPE.
- Support mechanisms for improving and harmonizing teaching quality/standards across all types of schools.
- Systems for monitoring and evaluating engagement outcomes.
- Proposals for public-private partnerships and sustainable funding models.

#### 3.3 Implementation Roadmap:

- Provide a roadmap for the implementation of the strategy, including key activities, timelines, and resource allocation.

### 4. Reporting Arrangements

The consultancy firm will report to the Project Director (PD) of PEDP5 and collaborate closely with the Project Management Unit (PMU) and other relevant stakeholders, including the

  
 Md. Kamrul Hasan, ndc  
 Project Director (Joint Secretary)  
 LEAP BD (Supporting PEDP5)  
 Directorate of Primary Education

Directorate of Primary Education (DPE). The firm will coordinate with partners to ensure the strategy is aligned with the overall objectives of PEDP5 and incorporates feedback from key stakeholders.

#### 5. Expected Outputs of the Assignment

The expected output includes:

- **Inception Report:** Detailed work plan outlining the approach, methodology, and timeline for the assignment.
- **Stakeholder Consultation Report:** A summary of consultations with private/NGO-run schools, government bodies, and other key stakeholders.
- **Engagement Strategy:** A detailed strategy for improving coordination and collaboration of the MoPME/DPE with non-GPS with clear objectives, strategies, and expected outcomes.
- **Implementation Roadmap:** A comprehensive implementation plan detailing the activities, timeline, and resources required to execute the engagement strategy.
- **Final Report:** A final report that presents the engagement strategy, pilot design, and roadmap, including recommendations for scaling the strategy.

#### 6. Professional Qualifications

- **Relevant Education Sector Experience**  
Proven experience in education sector policy, reform, systems strengthening, or strategy development at national or sector-wide levels.
- **Experience Working with Government Institutions:** Demonstrated track record of working with government ministries or education authorities, preferably MoPME, DPE, or comparable public-sector institutions.
- **Engagement with Non-Government Education Providers:** Experience collaborating with private schools, NGO-run schools, kindergartens, or madrasa/religious education providers, including partnership or engagement models.
- **Expertise in Education Quality and Standards Harmonization:** Strong technical knowledge in education quality assurance, curriculum standards, teacher quality, learning outcomes, and harmonizing quality across diverse school types.
- **Capacity to Develop Implementable Strategies and Action Plans:** Experience producing practical, actionable strategies with implementation roadmaps, institutional roles, timelines, costing, and monitoring frameworks.
- **Research, Data Analysis, and Evidence-Based Policy Skills:** Demonstrated ability in qualitative and quantitative research, education data analysis, stakeholder mapping, and institutional or political economy analysis.
- **Knowledge of PEDP5 and Bangladesh Education Context:** Familiarity with PEDP5, Bangladesh's primary education landscape, regulatory environment, and education reforms.

  
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Project Director (Joint Secretary)  
EAP BD (Supporting PEDP5)  
Primary Education

## 7. Team Composition and Qualifications (key positions)

The firm must deploy a qualified team with the following key experts:

| Key Position                                               | Minimum Qualifications                                                      | Experience                                                                                                                                         |
|------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Team Leader / Senior Education Policy Expert               | Master's in Education, Public Policy, or related field                      | 10+ years in education reform, policy, systems strengthening; experience with MoPME/DPE; strong knowledge of PEDP and Bangladesh education context |
| Stakeholder Engagement & Institutional Analysis Specialist | Master's in Education, Public Administration, Sociology, or related field   | 7+ years in stakeholder consultations, institutional analysis; experience with private, NGO, and madrasa providers                                 |
| Strategy & Implementation Planning Specialist              | Master's in Education, Development Studies, Public Policy, or related field | 7+ years in strategy development, implementation roadmaps, institutional roles, timelines, and monitoring frameworks                               |
| Education Data & Research Analyst                          | Master's in Statistics, Economics, or Education Research                    | 5+ years in education data analysis, evidence synthesis, and political economy analysis                                                            |
| Costing & Public Finance Expert                            | Master's in Economics or Public Finance                                     | 7+ years in costing education programs, financial modeling, and resource planning                                                                  |

## 8. Selection Method

The firm will be selected based on the Selection Methods for consultancy services based on the World Bank Procurement Regulations.

## 10. Date of Commencement

The assignment is expected to commence on **16<sup>th</sup> August, 2026**.

Md. Kamrul Hasan, ndc  
Project Director (Joint Secretary)  
LEAP BD (Supporting PEDPS)  
Directorate of Primary Education

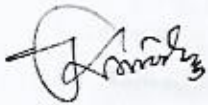
**13. Assignment Period**

The assignment will last from 16<sup>th</sup> August, 2026 to 28<sup>th</sup> February, 2027 with key milestones to be completed by the end of the period.

**14. Payment**

| Deliverable                                         | Payment % |
|-----------------------------------------------------|-----------|
| Inception Report (incl. work plan and pilot design) | 20%       |
| Stakeholder Consultation Report                     | 20%       |
| Engagement Strategy and road map                    | 40%       |
| Final report                                        | 20%       |

Payment will be made against deliverables, subject to approval by DPE and/or the Grant Administrator.



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Md. Kamrul Hasan, ndc  
Project Director (Joint Secretary)  
LEAP BD (Supporting PEDPS)  
Directorate of Primary Education

## Terms of Reference (ToR)

For

### Piloting and Development of a Scale-Up Operational Plan for Classroom Observations and Academic Supervision Support at school level

**Location:** DPE, Mirpur-2, Dhaka-1216

**Application Deadline (As Per REOI):**

**Grant No:** E-533 BD

**Package No:** BD-DPE-GFPP-CS-INDV-SD-08

**Type of Contract:** Firm/Organization

#### 1. Project Background

The World Bank's Learning Enhancement and Acceleration in Primary Education in Bangladesh (LEAP-BD) Program will support Bangladesh's upcoming Fifth Primary Education Development Program (PEDP5), with a focus on improving the quality of primary education and enhancing foundational literacy and numeracy (FLN) for all children by strengthening school readiness, teacher effectiveness, and education system performance across pre-primary to Grade 5.

To support the preparatory phase, Bangladesh has secured a US\$1 million Grant Facility for Project Preparation (GFPP) through the World Bank's IDA window. The grant comes at a critical juncture, enabling the Ministry of Primary and Mass Education (MoPME) to access technical expertise and capacity-building opportunities that will inform the design, ensure quality delivery, and strengthen implementation readiness of LEAP-BD under PEDP5. The GFPP is intended to facilitate a high-quality program design and enhance institutional preparedness for effective rollout. The grant will finance technical assistance for preparing core project documents—including the Program Document, developing strategies for FLN, roadmap and costing for phased expansion of an additional year of pre-primary education (PPE); piloting classroom observation tools and teacher support frameworks; and fiduciary and safeguard assessments—and building capacity in financial management, procurement, and environmental and social safeguards across implementing agencies, etc.

Under PEDP5, classroom observation, mentoring, and feedback systems will be strengthened to enhance teaching quality and improve student learning outcomes. Classroom observation is a structured process of observing live teaching to assess instructional practices, identify areas for improvement, and support teachers through targeted, evidence-based feedback. The program will introduce simple and practical observation tools, drawing on global best practices such as the World Bank's TEACH tool, as well as classroom observation instruments developed under PEDP4. The national classroom observation strategy will be developed/updated and rolled out, ensuring alignment with curriculum standards, effective classroom practices, and national teacher development priorities, particularly those under continuous professional development (CPD) framework.

Head teachers and academic supervisors will be trained to conduct high-quality observations and deliver constructive, data-driven feedback that supports continuous teacher improvement. A consulting firm/organization will pilot a school-level classroom observation and academic support program, generating operational lessons to refine implementation approaches. Based on pilot findings, the firm/organization will prepare a comprehensive scale-up plan for nationwide implementation

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*Md. Kamrul Hasan*  
Md. Kamrul Hasan, ndc  
Project Director (Joint Secretary)  
LEAP BD (Supporting PEDP5)  
Directorate of Primary Education

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under PEDP5, including training modules, refined observation tools, costing frameworks, mentoring guidelines, and digital tracking systems to support effective monitoring, quality assurance, and sustainable system-wide rollout.

## 2. Objectives of the Assignment

The assignment aims to strengthen classroom observation, mentoring, and feedback under PEDPS to improve teaching quality and student learning. The consulting firm/organization will:

- Review the existing classroom observation and academic supervision tools, practices, policies and procedures to identify gaps, and propose improvements, including the pilot conducted under PEDP4.
- Design simple, practical classroom observation instruments that incorporate structured mentoring and constructive feedback mechanisms using local and global best practices.
- Pilot context specific models for classroom observation in selected schools, ensuring mentoring and feedback are embedded in practice and that the model is responsive to the school level conditions
- Assess the pilot and provide actionable recommendations for scale-up plan, ensuring effectiveness, feasibility, and sustainability mechanisms for continuous instructional improvement.
- Explore the potential of using cost-effective technologies and AI in supporting classroom assessments, feedback, and teacher support.
- Prepare a practical implementation and scale-up roadmap with roles, training, costs, tools, and monitoring systems.

## 3. Scope of Work

The consulting firm/organization will be responsible for designing, piloting, and preparing a scale-up plan for classroom observation, mentoring, and feedback systems under PEDP5. The scope of work includes:

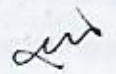
### A. Design Phase

- **Conduct Desk Review:** Review existing policies, procedures, and practices on academic supervision and classroom observation to assess current implementation, identify key challenges (including human resource capacity, usability, feasibility, and operational constraints), and provide evidence-based recommendations for strengthening the system
- **Stakeholder consultations (FGD, KII, and Workshop):** Engage with DPE, NAPE, NCTB, PTIs, A/UPEOs, A/UPETIs, and head teachers to ensure contextual relevance and ownership. The number of FGDs, KIIs, and workshops to be outlined in the inception report.
- **Pilot design:** Design a pilot for the implementation of the classroom observation model in a sample schools (to be outlined in the inception report), framework domains (e.g., pedagogy, student engagement, socioemotional learning), tools, and roles.

**Develop standardised instruments:** Create simple, practical classroom observation and feedback tools by reviewing national and international practices on teacher observation.

Propose a context-responsive classroom observation model tailored to Bangladesh's diverse school environments, clearly defining the roles of Upazila-level staff and head teachers. Based on identified constraints, recommend flexible implementation options that can be led by head teachers, Upazila-level staff, or other appropriate actors depending on local capacity and feasibility.

### B. Pilot Implementation



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- **Capacity building:** Train head teachers, and local education officials to apply the standardized observation and feedback framework in the sample of schools selected for the pilot.
- **Pilot rollout:** Implement the model in a representative sample of schools across selected districts.
- **Monitoring and documentation:** Track classroom observations, mentoring sessions, and feedback interactions.
- **Evaluation:** The pilot will include an evaluation mechanism to assess feasibility, fidelity of implementation, user feedback, and preliminary impact on teaching practices and student learning outcomes.
- **Synthesize pilot findings:** Identify effectiveness, challenges, and capacity gaps.

#### C. Develop a Scale-Up Plan

- **Develop national implementation guidelines:** Design implementation guidelines for national rollout, in consultation with stakeholders and based on the pilot findings, including:
  - Observer roles and responsibilities
  - Training modules and delivery mechanisms
  - Standardized tools and feedback protocols
  - Monitoring and quality assurance approaches
  - Integration with existing professional development systems
- **Operational planning:** Prepare cost estimates, phased rollout strategy, and an action plan to guide the implementation of the classroom observation and feedback to teachers.
- **Digital Technologies.** Identify entry points and propose context specific digital solutions, particularly use of AI for where possible to support headteachers in effective conduction of classroom observation and provision of feedback

#### 4. Reporting Arrangements

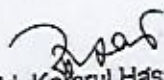
The consultancy firm/organization will report to the Project Director (PD) of PEDPS and collaborate closely with the Project Management Unit (PMU) and other relevant stakeholders, including the Directorate of Primary Education (DPE). The firm/organization will coordinate with partners to ensure the strategy is aligned with the overall objectives of PEDPS and incorporates feedback from key stakeholders.

#### 5. Expected Outputs of the Assignment

The expected output includes:

- **Inception Report:** Detailed work plan outlining the approach, methodology, and timeline for the assignment.
- **Classroom Observation Tools:** Standardized instruments with mentoring and feedback mechanisms.
- **Pilot Design & Report:** Framework, training, and implementation in selected schools, with monitoring and evaluation findings.
- **Evidence & Recommendations:** Synthesis of pilot results highlighting effectiveness, challenges, and capacity gaps.
- **Scale-Up Plan:** National implementation guidelines, training modules, feedback protocols, monitoring systems, cost estimates, and phased rollout strategy.
- **Implementation Roadmap:** Practical school-level plan with roles, training, tools, costs, and digital tracking solutions.

#### 6. Consulting firm/organization Qualifications

  
 Md. Kamrul Hasan, ndc  
 Project Director (Joint Secretary)  
 PEDPS (Supporting PEDPS)

The consulting firm/organization should demonstrate the following qualifications:

- **Relevant Education Sector Expertise:** Proven experience in designing and implementing education sector reforms, particularly in teacher quality improvement, classroom observation, mentoring, and academic supervision.
- **Experience with Government Institutions:** Demonstrated track record of working with government ministries and education authorities, preferably MoPME, DPE, or comparable public-sector institutions, in strengthening school-level support systems.
- **Capacity for Pilot Design and Scale-Up:** Experience in piloting education initiatives, generating evidence, and translating findings into implementable scale-up strategies with clear operational plans, costing, and monitoring frameworks.
- **Technical Expertise in Education Quality Assurance:** Strong knowledge of classroom observation methodologies, mentoring practices, feedback mechanisms, and harmonization of standards across diverse school types.
- **Stakeholder Engagement Skills:** Experience collaborating with head teachers, assistant teachers, local education officials, and non-government education providers (NGOs, kindergartens, private schools, madrasas) to ensure contextual relevance and ownership.
- **Research and Evidence-Based Policy Skills:** Demonstrated ability in conducting qualitative and quantitative research, analyzing education data, and producing actionable recommendations for instructional improvement.
- **Knowledge of PEDPs and Bangladesh Context:** Familiarity with PEDPs objectives, Bangladesh's primary education landscape, regulatory environment, and ongoing reforms to strengthen teaching and learning outcomes.

#### 7. Team Composition and Qualifications (key positions)

The firm/organization must deploy a qualified team with the following key experts:

| Key Positions                             | Minimum Qualifications                                              | Experience                                                                                                 |
|-------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Team Leader / Senior Education Expert     | Master's in Education or related field                              | 10+ years in education sector reform, especially teacher professional development and academic supervision |
| Instructional Practice / Pedagogy Expert  | Master's in Curriculum or Education or related field                | 7+ years in classroom-based support and observation                                                        |
| M&E Specialist                            | Master's in Social Sciences or Management Information Systems (MIS) | 7+ years in designing and evaluating education pilots                                                      |
| Costing & Financing Expert                | Master's in Economics or Public Finance                             | 7+ years in costing education programs                                                                     |
| EdTech Specialist/Digital Tool Specialist | Bachelor's or Master's in IT/EdTech/Relevant Discipline             | 5+years in education data platforms, mobile app/tools, or digital tracking systems                         |

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*Md. Kamrul Hasan, ndc*  
 Project Director (Joint Secretary)  
 LEAP BD (Supporting PEDP5)  
 Directorate of Primary Education

**8. Selection Method**

The firm/organization will be selected based on the Selection Methods for consultancy services based on the World Bank Procurement Regulations.

**9. Date of Commencement**

The assignment is expected to commence on **16<sup>th</sup> August, 2026**.

**10. Assignment Period**

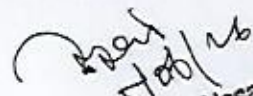
The assignment will last from **16<sup>th</sup> August, 2026 to 28<sup>th</sup> February, 2027** with key milestones to be completed by the end of the period.

**11. Payment**

| Deliverable                                                           | Payment % |
|-----------------------------------------------------------------------|-----------|
| Inception Report (incl. work plan and pilot design)                   | 20%       |
| Classroom Observation Tools                                           | 10%       |
| Pilot Design & Report                                                 | 30%       |
| Evidence & Recommendations                                            | 20%       |
| Scale-Up Plan and Implementation Roadmap (Including Costing Exercise) | 20%       |

Payment will be made against deliverables, subject to approval by DPE and/or the Grant Administrator.



  
25/08/26  
Md. Kamrul Hasan, ndc  
Project Director (Joint Secretary)  
BD (Supporting PEDPS)  
Ministry of Primary Education