

Government of the People's Republic of Bangladesh
Ministry of Education
Secondary and Higher Education Division
Directorate of Secondary and Higher Education
Learning Acceleration in Secondary Education (LAISE) Project
(IDA Credit No. 74120- BD)

Terms of Reference (ToR)

Assignment Title: Deployment of a Firm for Arranging Overseas Training and Study Tour Programs(Contract Package No. SD-20)

A. Background

Background and Project Brief of the LAISE Project

01. The **Learning Acceleration in Secondary Education (LAISE)** Project is a five-year initiative (October 2023–September 2028) led by the **Secondary and Higher Education Division (SHED)** and implemented by the **Directorate of Secondary and Higher Education (DSHE)**. Supported by the **World Bank**, LAISE responds to Bangladesh's progress in education and the ongoing challenges of quality, equity, and resilience, particularly after the learning setbacks caused by the COVID-19 pandemic.

02. Building on previous efforts like Secondary Education Development Program (**SEDP**), Secondary Education Quality and Access Enhancement Project (**SEQAEP**), Teaching Quality Improvement in Secondary Education (**TQI-SEP**), and Secondary Education Sector Investment Program (**SESIP**), LAISE aims to modernize secondary education through ICT integration, blended learning, and skills development aligned with the **Fourth Industrial Revolution (4IR)**. It supports national strategies including the **8th Five-Year Plan, National Education Policy, ICT in Education Master Plan, and SDG4 targets for quality education** to prepare students for a knowledge-based economy. By leveraging ICT in education, the LAISE Project aims to address learning losses, prepare students for the Fourth Industrial Revolution (4IR), and ensure that education remains relevant to future job markets. This transformative vision positions the LAISE Project as a critical intervention for advancing Bangladesh's human capital development and achieving its long-term socioeconomic goals.

03. **The Learning Acceleration in Secondary Education (LAISE) is a World Bank-aided hybrid project comprising of a Program-For-Results (PforR)** component of \$280 million, International Development Association (IDA) allocated across 8 Disbursement Linked Indicators (DLIs), and a Technical Assistance component (TA) of \$20 million using the Investment Project Financing (IPF) instrument. The project implementation period is five years (October 2023 to September 2028), which syncs with the duration of the Government's SEP.

04. The Program Development Objective is to improve student learning and retention and build system resilience in secondary education. **The Program Development Objective (PDO)** is to improve student learning and retention, and build system resilience in secondary education. **There are four PDO indicators:**

- PDO 1: Students meeting basic proficiency in Grade 8 in Maths and Bangla increases respectively to 65% and 90% in 2028 (Baseline 28.70 and 66.30: BES 2021)
- PDO 2: Secondary level Grade 10 (of those started in Grade 6) retention rate increased to 74 % in 2028 (Baseline 2021, 72% - BES 2021)
- PDO 3: At least 40% secondary students actively using blended learning programs by 2028.
- PDO 4: Students in targeted schools (at least 45,000) exhibiting improved climate change mindsets increase at least 30% by 2028 over baseline (to be determined).

05. The project has three output areas, which are as below:

1. Result Area 1: Student support for improved learning, retention, and resilience
2. Result Area 2: Improved teacher competency
3. Result Area 3: Improved secondary systems and resilience

06. The above results are divided into multiple sub-results. Result Area 1 is focused on student support for improved learning and retention, and its sub-results include learning loss recovery, national assessment of secondary students, formative assessment for improved learning, library development and reading acceleration, supporting adolescent student program, mental health program and student counseling, and supporting student retention and learning acceleration. Result Area 2 focuses on improving teacher effectiveness, with sub-results that include developing teacher support systems, teachers' capacity development, enhancing the leadership



capacity of secondary institutions heads, and teachers' readiness for blended learning. Result Area 3 aims to improve secondary education systems, and its sub-results include supporting enhancing IT infrastructure and connectivity, online monitoring and assessment of teachers' performance, inclusive education, climate education, and strengthening the capacity of secondary education agencies. The project is funded by the World Bank and will focus on teacher development, promoting blended learning, and institutional capacity building.

07. The project places a strong emphasis on teacher development, in line with Result Area 2. A wide range of training programs will be organized for teachers, including Professional Development courses, Basic Training for new teachers, and specialized training on learning loss recovery, life skills development, blended learning, and ICT skills. In addition, the project aims to strengthen teacher support systems through the development of digital learning materials, central model classes, and an enhanced Central Repository of eLearning Materials (ReLM). These initiatives are fully aligned with the National Education Policy, the Secondary Teacher Development Strategy (STDS, 2019), the Master Plan for ICT in Education, and the 8th Five-Year Plan targets for advancing digital and blended learning.

08. Overseas training will be arranged for the best performing teachers from each batch of local training programs. The overseas training programs aim to strengthen teacher competency and leadership by exposing educators to global best practices. Overseas training and study tours programs will be arranged under LAISE for the best performing teachers and head teachers in the local training programs. This will help to develop the exposure, mindset, and knowledge of the teachers and heads of institutions as well as create motivation and enthusiasm among them. This program will help achieve the project's objective of quality education and learning acceleration.

09. A Project Implementation Unit (PIU) has been established by the Directorate of Secondary and Higher Education, Secondary and Higher Education Division, Ministry of Education, Bangladesh for implementation of the project. PIU is responsible for the overall implementation of the project. DHSE intends to apply a portion of the said credit to engage a firm ("Consultants") for Arranging Overseas Training and Study Tour Programs.

10. Overall projected outcomes and outputs:

| Result Area | input/ activity | Output | Intermediate outcome | Final outcomes/Impact | Climate effects | Mid- to Longterm Impact |
|--|---|---|---|--|--|--|
| Result Area 1: Student support for improved learning, retention, and resilience | | | | | | |
| Learning acceleration initiative | Institutions to assess students, address learning gaps, provide remediation through additional classes and reading programs | Students get additional support for addressing learning gaps | Students spend focused time on gaining foundational skills they are lacking | Increased student proficiency in math and Language | Student Learning is more resilient to climate shocks | Improved learning outcomes, increased retention, and enhanced resilience |
| ICT for learning recovery | Deliver low-cost devices with materials and software to students and teachers | Students have access to Personalized resources so they can learn at their level and pace | Students spend focused time accessing personalized lessons through blended learning | | | |
| Supporting student retention | Provide stipends, support student mental health and aspirations, and SRGBV prevention and | Students get financial and socio-emotional support to stay in school, SRGBV is addressed, and | Students exhibit willingness and interest in staying in school | Decreased student dropouts | | |

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| Result Area | input/activity | Output | Intermediate outcome | Final outcomes/Impact | Climate effects | Mid- to Longterm Impact |
|-------------|----------------|------------------------|----------------------|-----------------------|-----------------|-------------------------|
| | response | school safety improved | | | | |

| Result Area | input/activity | Output | Intermediate outcome | Final outcomes/Impact | Climate effects | Mid- to Longterm Impact | |
|--|---|---|--|---|--|--|--|
| Result Area 2: Improved teacher competency | | | | | | | |
| Improved skills, pedagogy, and mindsets | Train teachers in: math and Bangla content, pedagogy, blended learning and climate change | Teachers feel supported and better equipped with improved skills and mindsets | Teachers gain skills and confidence in subject teaching, blended and climate learning | Improved teacher classroom performance | Improved climate education | Improved learning outcomes, increased retention, and enhanced resilience | |
| Equipped teachers to teach at the right level | Train teachers and support them for formative assessments and remediation | Teachers can identify learning needs of students | Teachers provide remediation as needed | | | | |
| Improved teacher management | Recognize and Reward Teachers who improve | Teachers incentivized to improve | Teachers exert effort to improve | | | | |
| Result Area 3: Improved secondary systems and resilience | | | | | | | |
| Climate resilience | Support and reward secondary schools and students for climate change awareness and action | Improved mindsets, skills, and behaviors for climate action | Schools more resilient to climate emergencies. Students' mastery of green skills improve | Improved student mindsets on climate change and market relevant curriculum in place. Decreased student dropouts and better opportunity on vocational education in targeted institutions | Students better equipped for climate change mitigation | | |
| Curriculum and assessment reform, inclusion and vocational education | More streamlined, focused, and relevant curricula and assessments. Strengthen system for inclusion and vocational education | Improved enabling conditions for vocational education in secondary education | Student confidence and satisfaction with education system improves | | | | |

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| Result Area | input/ activity | Output | Intermediate outcome | Final outcomes/Impact | Climate effects | Mid- to Longterm Impact |
|--------------------------|--|-------------------------------------|--|---|-----------------|-------------------------|
| Improved data management | Data availability and efficiency in secondary education system | Annual monitoring reports generated | Improved use of data for decision making | Strong and more impactful and resilient info systems to climate change shocks | | |

B. Objective of the Assignment:

11. The objective of the assignment is to support the Project Implementation Unit (PIU) of the Learning Acceleration in Secondary Education (LAISE) Project in planning, organizing, and implementing an overseas training program for teachers, aimed at enhancing exposure to innovative educational practices and improving education quality in line with the Project Development Objectives (PDOs).

12. Training Topics, Location, Duration and number of participants

| Sl No | Program Title | Program Focus | Participants Number | No. of Batches | Program Duration (Days) | Location | Indicative Participants |
|----------------------------|--|---|---------------------|----------------|-------------------------|---|---|
| Short Term Training | | | | | | | |
| 1 | Customized Leadership Training for the HTs/AHTs/Supers/ Asstt Supers | To acquire skills and knowledge on evolving education pedagogy, 21st century teaching skills and transformative education | 120 | 5 | 18 | Thailand, Cambodia, Vietnam, China, Malaysia, South Korea, Indonesia etc. | One HT/AHT/Super/Asstt Super from each batch of the local training for the HT/AHT/Super/Asstt Super under LAISE. [115 HT/AHT/Super/AS + 5 Accompanying officials] |
| 2 | Customized Professional Development Training for the Selected Subject Teachers (both school and madrasah) | To acquire skills and knowledge on evolving education pedagogy, 21st century teaching skills and transformative education | 1287 | 50 | 25 | Thailand, Cambodia, Vietnam, China, Malaysia, South Korea, Indonesia etc. | One teacher to be nominated from each batch of the local training based on performance. [1237 Teachers + 50 Accompanying Officers] |
| 3 | Customized Training for the TTC, HSTTI and BMTTI Faculties on Evolving Education Pedagogy, 21st Century Teaching Skills and Transformative Education | To acquire skills and knowledge on evolving education pedagogy, 21st century teaching skills and transformative education | 60 | 3 | 60 | Thailand, Cambodia, Vietnam, China, Malaysia, South Korea, Indonesia etc. | Teachers of TTC, HSTTI and BMTTI [57 Teachers of TTC/HSTTI/BMTTI + 3 Accompanying Officers] |
| | | Total: | 1467 | | | | |

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13. Rationale of Foreign Training and Study tour programs

13.1 The overseas training program for teachers under LAISE will focus on enhancing their exposure to innovative educational practices, modern pedagogical concepts, and transformative approaches to education. It will aim to broaden their perspectives, inspire creativity, and equip them with new skills and ideas to improve the quality of education in their schools and madrasahs. The focus for the overseas training program for the teachers will be:

- (i) Introduce teachers to cutting-edge teaching methods and pedagogical approaches that promote active learning, critical thinking, and student engagement;
- (ii) Showcase examples of successful educational models from around the world;
- (iii) Explore how technology can be effectively integrated into teaching to enhance learning outcomes and create interactive learning experiences
- (iv) Showcase innovative tools and platforms for educational technology;
- (v) Encourage teachers to learn from and interact with educators from different cultural backgrounds, fostering cross-cultural understanding and global perspectives.
- (vi) Explore the education policies, practices, and reforms in the host country, encouraging teachers to consider global trends and adapt relevant ideas to their context;
- (vii) Encourage teachers to establish connections that can lead to future collaborative initiatives.
- (viii) Highlight the role of education in preparing students for climate-related challenges.

13.2 By focusing on these areas, the overseas training program can provide teachers with valuable insights and experiences that they can bring back to their classrooms and institutions. It should encourage them to think critically, experiment with new methods, and contribute to the improvement of education in Bangladesh through innovative and transformative practices.

13.3 Large scale overseas training programs including B.Ed. and M.Ed. courses were arranged for the teachers of TTCs and HSTTIs under previous SESIP (1999-2006) and TQI (2006-2015) which significantly contributed in developing their capacity. However, the teacher trainers whose capacity were developed have now either gone for retirement or at the verge of retirement. Capacity building for the new faculties of TTCs, HSTTIs and BMTTI are required to mitigate the gap. The customized training program for the faculties of TTCs, HSTTIs, and BMTTI will help build their capacity and will have a long-run impact on the quality of teacher training.

14. Scope of Services

14.1 The scope of the service is to plan and arrange overseas training for a total of 1467 Head Teachers, Supers and teachers, mainly successful in the local training programs under LAISE. The training will be arranged in designated countries that have relevant and sufficient institutional capacity to arrange training programs.

14.2 The Consultants will explore and propose suitable countries for training, with relevant background description and justification with concrete examples to demonstrate the suitability of each proposed country. The institutions in those countries responsible for implementing the training should provide comprehensive background information, including academic programs, staff profiles, accommodation, logistics, and other relevant arrangements, preferably supported by printed and/or web-based materials.

14.3 Factors such as visa regulations, travel time, availability of suitable and affordable accommodation, meal arrangements and weather patterns during different seasons of the year and government holidays of the destination countries, will also need to be considered.

14.5 The Consultants shall support the arrangement of all international travel and related logistics for the overseas training program, including air travel, accommodation, meals and refreshments, and daily per diem during the training period. All related expenditures shall be paid by the LAISE Project Implementation Unit (PIU) to the participants, travel agents, hotels, or selected training institutions/agencies, in accordance with applicable Government rules and regulations and the provisions of the Project Financing Agreement

The Consultants shall also handle visa and travel documentation, conduct a pre-departure briefing, and provide participants with an information package. Upon completion of the training, the Consultant shall facilitate post-training wrap-up meetings for multiple batches and submit brief summary reports to the PIU.

14.6 The Consultant shall provide continuous support to participants on all academic and logistical matters throughout the training period, beginning with airport reception upon arrival and ending with escorting participants through check-in and security for departure. The Consultant shall also provide support for departure of participants from training location to Dhaka.

15. Specific tasks of the Service

In addition to the tasks mentioned under the "Scope", the Consultants is required to provide the following:



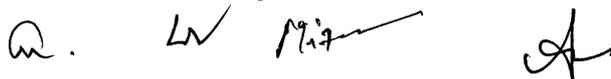
15.1 Overall responsibility:

The Consultants shall have overall responsibility for ensuring the proper implementation of the complete LAISE Overseas Training Program. These services shall include, but are not limited to:

- Designing and developing each overseas training course (see Annex 1 for indicative content);
- Identifying and proposing suitable institutions or organizations to manage the training;
- Coordinating with selected training institutions/organizations and facilitating the signing of Memoranda of Understanding (MoUs), contracts, or formal agreements, as applicable;
- Preparing detailed training schedules, batch-wise implementation plans, and participant arrangements;
- Providing administrative support for visa processing and other travel formalities;
- Reviewing and validating cost-effective arrangements for international travel, accommodation, local transportation, and training fees;
- Arranging overall reporting for the overseas training programs; and
- Ensuring effective delivery of training programs and facilitating the issuance of training completion certificates for each batch.

15.2 Specific activities:

- (i) Develop a detailed time-based Work Plan covering all activities required to efficiently implement the full Overseas Training Program. This plan will need to be approved by the Secondary and Higher Education Division, Ministry of Education and may be adjusted, from time to time.
- (ii) Carry out and complete all tasks and activities set out in the approved Work Plan in a timely and efficient manner to enable effective implementation of the Overseas Training Program and full participation by participants. These include:
 - a) Liaising with and assisting the PIU during the process of selection of participants
 - b) Arranging, obtaining, costs of all documentation (air-tickets, passports [if needed], visas, etc.) required for the participants' travel, entry, study/training, and exit in the specified countries.
 - c) Informing participants of all necessary travel arrangements in a timely fashion and ensuring participants are supported when leaving Bangladesh and arriving/leaving the different countries of training.
 - d) Arranging travel and health insurance for all participants.
 - e) Having in place adequate pastoral care and professional assistance locally to ensure participants are supported during adjustment to their living and training situation and monitor and provide support if needed during their stay.
- (iii) Establish contact and formal agreements/ Memoranda of Understanding (MoUs) with institutions and organizations that will facilitate the training and all the required related services. These agreements need to be comprehensive, providing details of participation arrangements, program curricula, training support, agreed fees and other payments, monitoring and reporting requirements, etc.; as well as the agreed fee and payment arrangements for the training and the services.
- (iv) Arrange for the payment of per diem for the participants.
- (v) Arrange for the payment of travel and related services.
- (vi) Liaise closely and undertake ongoing monitoring of all aspects of the training to ensure:
 - a) Customized training;
 - b) Provide high quality learning experiences for all the participants;
 - c) Promptly address any emerging concerns and to sustain delivery of quality learning opportunities to all participants; and
 - d) Report on participant involvement/progress in a timely manner.
- (vii) Have in place risk management procedures that enable prompt action to redress any unsatisfactory or unfortunate development associated with the implementation of any aspect of the program.



(viii) Prepare all required reports and submit these to the LAISE, PIU in a timely fashion. This includes regular monthly overview reports as well as those listed in the Reporting Schedule.

(ix) Arrange and support all payments to overseas institutions and organizations involved in implementing the program.

16. Consultants Team Composition

16.1 Key Experts

The broad qualifications of the Key Experts are given below. The responsibilities shall be assigned by the Consultants to complete all the deliverables in a professional manner:

1. Assignment Manager / Team Leader (National): eight (8) months

Education Qualification: Master's degree in education or from any relevant disciplines.

Experience:

Proven skills and 15+ years' experience in management (planning, financial, coordination of logistics and staff support, contract negotiation, monitoring) of large-scale international study/training programs (300 or more persons in single contract) in multiple locations.

Abilities needed to manage and supervise staff performance using a range of technologies.

Have prior experience in South Asian country with large scale training management (300 or more persons in single contract) in education sector of Bangladesh.

Tasks:

He/she is to keep constant communication with PIU and address the problems in consultation with PIU.

1. Ensuring large-scale international study/training programs in multiple locations.
2. Preparing and sending report on training according to terms of reference to PIU.
3. Monitoring the Training Institutes and assessing the performances and accordingly report to PIU
4. Supervising and making sure staff performance

2. Assistant Assignment Manager / Deputy Team Leader: (National): Ten (10) months

Education Qualification: Master's Degree in Education/ Liberal Arts/ Social Sciences or equivalent.

Experience:

Proven skills and 10 + years' experience in management (planning, financial, coordination of logistics and staff support, contract negotiation, monitoring) of large-scale international study/training programs (300 or more persons in single contract) in multiple locations.

Abilities needed to manage and supervise staff performance using a range of technologies.

Have prior experience in South Asian country with large scale training management (300 or more persons in single contract) in the education sector of Bangladesh.

Tasks:

He/she is to keep constant communication with PIU and address the problems in consultation with PIU.

1. Ensuring large-scale international study/training programs in multiple locations.
2. Preparing and sending report on training according to terms of reference to PIU.
3. Monitoring the Training Institutes and assessing the performances and accordingly report to PIU
4. Supervising and making sure staff performance

3. Monitoring and Evaluation Expert (National): Ten (06) months

Education Qualification: Master's Degree in any subject.

Experience:

Proven skills and 5+ years' experience in monitoring and evaluation of similar type of projects.

Have prior experience in South Asian countries with large scale training management (300 or more persons in single contract) in the education sector of Bangladesh.

Tasks:

He/she is to keep constant communication with the team leader.

1. Ensuring monitoring and evaluation of overseas programs.

2. Preparing report on training according to terms of reference.
3. Monitoring the Training Institutes and assessing the performances to develop reports
4. Assist team leader to monitor and evaluate staff performance and
5. Monitoring and evaluation Coordination between Consultants and PIU

4. Assignment Coordinator (National): Eight (8) months

Education Qualification: Master's Degree in any subject.

Experience:

Proven skills and 5 + years' experience in the similar type of assignments. High level computer skills. Have prior coordination experience in implementing large scale training programs (300 or more persons in single contract) in the education and other sectors of Bangladesh.

Tasks:

He/she is to keep constant communication with the PIU, PSC, MoE and with other stake holders.

1. Ensuring coordination among consultants, PIU, Trainees, and other government/ foreign embassies/ agencies, involved in the implementation process of the programs
2. Coordinate different meeting schedule between the parties involve.
3. Coordinate logistical support when and where required to implement overseas programs
4. Report to the team leader on issues.

16.2 Non-Key Experts

In addition to key experts, the following non-key expert/staff may be required to deliver the service. Indicative non-key staff is a guideline for the firm. However, the consulting firm are free to make their own estimate to propose non-key staff.

1. Finance officer (National): six (6) months

Education Qualification: Master's Degree in Finance or Accounting.

Experience:

Proven skills and 5 + years of experience in managing financial matters relating to overseas training. In-depth knowledge of requirements of relevant GoB Agency's procedures. Proven experience in managing large scale training programs/projects with at least one project with 300 or more participants/trainees under single contract in Bangladesh.

Tasks

1. Keeping financial records of all overseas groups;
2. Ensuring payment of all necessary logistics related to costs for overseas training;
3. Liaising with PIU to ensure payment processing documentation for overseas fees payment to institutions;
4. Invoice collection and sending to PIU as per the contract.

2. Logistic support officer (National) (4 Position): five (5) months each:

Education Qualification: Bachelor's Degree in any subject.

Experience:

Proven skills and 5+ years of experience in all organizational and logistical matters (visa, air ticketing, medical, insurance, and travel) required to send and return multiple groups of Bangladesh professionals to/from training and study programs in a range of international contexts.

In-depth knowledge of the requirements of relevant GoB Agency's procedures for obtaining all needed documentation for extended international study/training.

Office management skills and experience.

Proven experience in managing large scale training programs (300 or more persons under any one project) outside of Bangladesh.

Tasks:

1. Keeping communication with PIU, Trainees/ participants,
2. List of participants and G.O collection from PIU
3. Processing passport, note verbal, visa
4. Arrange air tickets

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5. Having medical test of the trainees done where required
6. Arrange pre departure meeting to discuss program outline and provide information handbook related to the program
7. Arrange to and from airport transportation for trainees
8. Inform family members as required.

16.3 Key & Non-Key Experts Inputs

The indicative staff inputs are tabulated below:

| S.N. | Key Experts (CVs shall be evaluated) | Inputs in month | | |
|------|---|-----------------|-----------|------------|
| | | No | Man-month | Total (mm) |
| 1 | Assignment Manager/ Team Leader | 1 | 8 | 8 |
| 2 | Deputy Team Leader | 1 | 10 | 10 |
| 3 | Monitoring and Evaluation Expert | 1 | 06 | 06 |
| 4 | | 1 | 10 | 10 |
| | Total Key-Staff Inputs | | | 34 |
| | Non-Key Experts/Other Experts | | | |
| 1 | Finance Officer | 1 | 6 | 6 |
| 2 | Logistic Support Officer | 4 | 5 | 20 |
| | Total Non-Key-Staff Inputs | | | 26 |
| | Total Staff Inputs (Key + non-Key) | | | 60 |

Total estimated key experts' input is **34-man months**.

Note:

- a) The Consultants shall review the scope of services and may propose their own requirements for Key Experts and support staff necessary for satisfactory completion of the assignment.
- b) The Financial Proposal shall include all direct and indirect costs required to perform the services.
- c) The proposed number of experts for each position shall be consistent with the Technical Proposal.

17. Assignment Duration

The consulting services will be carried out over a period of 24 months i.e from May of 2026 to April, 2028.

18. Deliverables

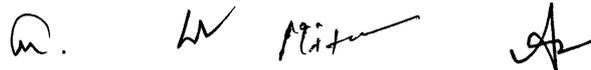
The following table describes the deliverables of this assignment, which are the outputs of the activities specified under the Scope of Services.

Note: T0 = Date of commencement of the Contract

| SL. | Deliverable | Description | Submission Deadline |
|------|------------------|---|---------------------|
| 18.1 | Inception Report | The Inception Report shall outline the Consultant's understanding of the assignment and proposed implementation approach. It shall include, but not be limited to, the following contents: 1. Table of Contents 2. Executive Summary, covering: | T1 = T0 + 0.5 month |

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| SL. | Deliverable | Description | Submission Deadline |
|------|--|--|-----------------------------|
| | | <ul style="list-style-type: none"> • Overall progress and understanding of the assignment • Detailed work plan and implementation schedule • Assessment of project objectives Issues encountered and anticipated risks, including implications for timely completion • Mitigation measures and any required adjustments to the baseline implementation plan <p>3. Administrative Section: 3.1 Project management approach 3.2 Organogram of the project team and management structure</p> <p>4. Technical Section:</p> <ul style="list-style-type: none"> • Brief overview of the project background and objectives, and the Consultant's technical approach | |
| 18.2 | Draft Report on Identification of Training Institutions/Organizations | <p>Draft report identifying and proposing suitable institutions or organizations to manage and deliver the overseas training program. The report shall include, but not be limited to:</p> <ul style="list-style-type: none"> • Identification and justification of suitable countries for overseas training, supported by relevant background information and international best practices • Profiles of proposed training institutions/organizations, including academic programs, faculty/staff expertise, facilities, accommodation, logistics, and support services Proposed training topics and indicative curricula • Detailed training schedules, batch-wise implementation plans, and participant arrangements • Supporting documents and references (printed and/or web-based) | T2 = T0 + 1.5 months |
| 18.3 | Final Report on Identification of Training Institutions/Organizations | <p>Final report incorporating comments and feedback received on the Draft Report, including:</p> <ul style="list-style-type: none"> • Client feedback and responses Stakeholder feedback and responses • Final recommendations on countries, institutions, and training arrangements | T3 = T0 + 2 months |
| 18.4 | Batch-wise Training Completion Reports | <p>Batch-wise reports submitted upon completion of each overseas training batch, including, but not limited to:</p> <ul style="list-style-type: none"> • List of participants • Visa processing and travel arrangements • Details of international travel, accommodation, local transportation, and training delivery | T4 = T0 + 22 months |



| SL. | Deliverable | Description | Submission Deadline |
|------|---------------------------|---|----------------------------|
| | | <ul style="list-style-type: none"> Validation of cost-effective arrangements for travel, accommodation, and training fees. | |
| 18.5 | Draft Final Report | Consolidated draft final report covering the overall implementation of the overseas training program, including: <ul style="list-style-type: none"> Summary of all completed training batches Training completion and certification status of participants Logistical and administrative support provided Consolidated trainee feedback and lessons learned | T6 = T0 + 23 months |
| 18.6 | Final Report | Final report incorporating comments and feedback received on the Draft Final Report, including: <ul style="list-style-type: none"> Client feedback and responses Stakeholder feedback and responses Final conclusions and recommendations | T7 = T0 + 24 months |

19. Management of The Assignment

The Client for the assignment will be the Project Implementation Unit (PIU). The assignment focal points will be the Project Director, Learning Acceleration in Secondary Education (LAISE) Project. The general obligations are as follows:

19.1. To be provided by the Client

The Client will make available all relevant reports, documents, information and data for the Consultants; designate counterpart personnel; and also provide support facilities to the individual experts working in the assignment. The Client will also be responsible for the following tasks.

1. To nominate the participants and obtain government clearance for the selected candidates for every course in time.
2. To cooperate with the Consultants to assist them with academic documentation/medical certificates, health certificates as required.
3. Review and approve training plan, program, and course modules.
4. Support for obtaining passport and visa for the trainees as required.

19.2. To be provided by the Consultants

During the assignment, the Consultants shall be fully responsible for providing all necessary facilities, personnel, and logistical support required to fulfill the contractual obligations. This shall include, but not be limited to, backstopping experts, support staff, and adequate office facilities (including office space with telephone, internet connectivity, and related services), office equipment (such as desktops/laptops, printers, scanners), office supplies, and any other equipment and materials required for effective implementation of the assignment.

The Consultants shall make its own arrangements for all types of transportation required for the assignment. All such requirements shall be clearly described in the Technical Proposal, and the associated costs shall be included in the Financial Proposal.

20. Selection Method

The firm will be selected following the **World Bank Procurement Regulations for IPF Borrowers** (July 2016, revised in November 2020). The selection method will be **Consultant's Qualification-based Selection (CQS)** method.

Indicative Learning Modules for Customized Leadership Training

| Module No. | Module Title | Learning Content | Learning Objectives | Expected Outcomes |
|------------|--|--|---|--|
| 1 | Transformational Leadership in Schools | <ul style="list-style-type: none"> • Concept of transformative and instructional leadership • Leadership mindsets and values • Ethical and distributed leadership • Leading with vision and purpose | <ul style="list-style-type: none"> • Understand the principles of transformational leadership • Cultivate leadership values and skills for educational change | <ul style="list-style-type: none"> • Participants lead with clarity of vision, inspire teams, and drive inclusive school development |
| 2 | Evolving Pedagogy & Learning Innovation | <ul style="list-style-type: none"> • Modern pedagogy trends (constructivism, flipped learning, etc.) • Promoting creativity and inquiry-based approaches • Pedagogical leadership roles of HTs/Supers | <ul style="list-style-type: none"> • Recognize evolving teaching methods and their implications for school practices | <ul style="list-style-type: none"> • Participants support teachers in integrating innovative pedagogy and foster a collaborative learning culture |
| 3 | 21st Century Skills and the 4Cs | <ul style="list-style-type: none"> • Frameworks for critical thinking, communication, collaboration, and creativity • Integrating 4Cs in classroom and co-curricular activities • Assessment of 21st-century competencies | <ul style="list-style-type: none"> • Identify strategies to embed 21st-century skills across subjects and routines | <ul style="list-style-type: none"> • Participants can design school-wide strategies to foster 4C skills in students and staff |
| 4 | Strategic Planning & School Improvement | <ul style="list-style-type: none"> • Vision-mission alignment • School development planning process • Setting SMART goals • Prioritizing interventions and resource planning | <ul style="list-style-type: none"> • Learn to develop and implement context-sensitive school improvement plans | <ul style="list-style-type: none"> • Participants return with draft school improvement plans and the skills to monitor progress |
| 5 | Instructional Supervision & Academic Leadership | <ul style="list-style-type: none"> • Role of HTs/Supers in mentoring, classroom observation, and feedback • Tools and techniques for academic supervision • Promoting reflective teaching practices | <ul style="list-style-type: none"> • Build effective instructional supervision skills and strategies | <ul style="list-style-type: none"> • Participants can conduct developmental classroom observations and lead peer mentoring initiatives |
| 6 | Use of ICT and EdTech for Learning and Management | <ul style="list-style-type: none"> • Digital platforms and tools for academic and administrative tasks | <ul style="list-style-type: none"> • Understand the application of ICT in both learning enhancement and | <ul style="list-style-type: none"> • Participants introduce digital teaching tools, use online platforms for |

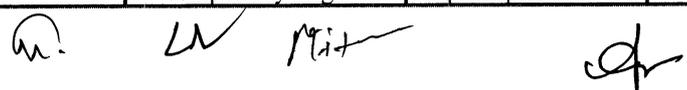
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| | | <ul style="list-style-type: none"> Promoting blended learning models Managing data through simple school-level dashboards | institutional efficiency | collaboration, and promote ICT in daily management |
| 7 | Inclusive and Gender-Responsive School Leadership | <ul style="list-style-type: none"> Identifying and addressing exclusion (gender, ability, language, etc.) Building inclusive school culture Gender-sensitive school practices | <ul style="list-style-type: none"> Recognize equity issues and promote inclusive leadership approaches | <ul style="list-style-type: none"> Participants lead the creation of equitable school environments where every child and staff member feels valued and included |
| 8 | Monitoring, Evaluation & Data-Driven Decision Making | <ul style="list-style-type: none"> Key indicators for learning quality and school performance Tools for self-assessment and feedback collection Using evidence to inform decisions | <ul style="list-style-type: none"> Learn basic M&E methods for education leadership | <ul style="list-style-type: none"> Participants initiate school self-assessment, engage staff in data review, and make evidence-based plans |
| 9 | Global Perspectives and Educational Reforms | <ul style="list-style-type: none"> Education systems and leadership models from the host country Global innovations in teacher development, curriculum, and school governance Lessons from international visits | <ul style="list-style-type: none"> Gain exposure to global best practices and reflect on local relevance | <ul style="list-style-type: none"> Participants compare global models with their context and identify adaptable practices |
| 10 | Education for Sustainability and Climate Resilience | <ul style="list-style-type: none"> Linking school leadership to SDGs and environmental education Greening school campuses and community engagement Educating students on climate risks and resilience | <ul style="list-style-type: none"> Understand the role of school leaders in promoting sustainability and climate awareness | <ul style="list-style-type: none"> Participants initiate school-based sustainability projects and incorporate climate themes into school activities |
| 11 | Leading Professional Learning Communities (PLCs) | <ul style="list-style-type: none"> Role of PLCs in continuous teacher development Facilitating peer learning and action research Creating a culture of shared leadership and collective improvement | <ul style="list-style-type: none"> Build capacity to lead and sustain PLCs | <ul style="list-style-type: none"> Participants foster collaborative learning among staff and initiate action research or lesson study cycles in their institutions |
| 12 | Action Planning and Post-Training Commitment | <ul style="list-style-type: none"> Reflecting on learning Drafting individual and institutional action plans | <ul style="list-style-type: none"> Synthesize learning into actionable institutional strategies | <ul style="list-style-type: none"> Participants develop a clear action plan for change, aligned with their school's context, and commit to implementation |

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| | | <ul style="list-style-type: none"> • Presenting plans for peer feedback • Planning post-training reporting and follow-up | | and knowledge sharing back home |
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Indicative Learning Modules for Customized Professional Development Training for Subject Teachers

| Module No. | Module Title | Learning Content | Learning Objectives | Expected Outcomes |
|------------|---|---|--|--|
| 1 | Evolving Education Pedagogy - From Rote to Competency-Based Learning | <ul style="list-style-type: none"> • Global shift from rote learning to constructivist and competency-based pedagogy • Active learning, concept-based instruction, and experiential strategies | <ul style="list-style-type: none"> • Understand key shifts in pedagogy from content-heavy to competency-based learning • Identify learner-centered instructional strategies | <ul style="list-style-type: none"> • Teachers apply student-centered approaches to support skills development and application-based learning |
| 2 | 21st Century Skills and Classroom Application | <ul style="list-style-type: none"> • Integrating the 4Cs - critical thinking, creativity, collaboration, and communication • Designing subject-based activities to embed 21st-century skills | <ul style="list-style-type: none"> • Define core 21st-century skills • Design activities to build these in subject teaching | <ul style="list-style-type: none"> • Teachers integrate 21st-century skills across subjects and foster these competencies in learners |
| 3 | Differentiated Instruction for Inclusive Classrooms | <ul style="list-style-type: none"> • Addressing learner diversity and inclusion in lesson planning • Adapting content, process, and environment for students with learning challenges | <ul style="list-style-type: none"> • Identify diverse learner needs • Develop techniques for differentiation in planning, content delivery, and assessment | <ul style="list-style-type: none"> • Teachers accommodate diverse learning styles and abilities, ensuring inclusive and equitable classroom experiences |
| 4 | Digital Tools for Interactive and Remote Teaching | <ul style="list-style-type: none"> • Using digital tools - Google Classroom, Moodle, Zoom, simulations, and apps | <ul style="list-style-type: none"> • Explore ICT tools and digital platforms for blended and online learning • Apply these tools to improve lesson engagement and accessibility | <ul style="list-style-type: none"> • Teachers confidently use educational technology for engaging, interactive instruction |
| 5 | Formative and Summative Assessment in a Transformative Education Context | <ul style="list-style-type: none"> • Hybrid and remote learning technologies in instructional practice • Principles of effective assessment - formative, diagnostic, and summative | <ul style="list-style-type: none"> • Differentiate between assessment types • Design meaningful, competency-aligned assessments • Use assessment data for learning feedback | <ul style="list-style-type: none"> • Teachers implement assessment for learning practices and provide timely, constructive feedback |
| 6 | Creating Inquiry-Based and | <ul style="list-style-type: none"> • Designing competency-aligned | <ul style="list-style-type: none"> • Understand principles of | <ul style="list-style-type: none"> • Teachers design and implement PBL |



| Module No. | Module Title | Learning Content | Learning Objectives | Expected Outcomes |
|------------|---|--|--|--|
| | Problem-Based Learning Environments | <ul style="list-style-type: none"> assessments and rubrics Fundamentals of inquiry-based and project-based learning (PBL) Creating real-world problem-solving lesson plans | <ul style="list-style-type: none"> inquiry and problem-based learning Develop subject-integrated projects for active learning | <ul style="list-style-type: none"> activities that encourage exploration, collaboration, and real-world application |
| 7 | Building Socio-Emotional Learning (SEL) into Daily Teaching | <ul style="list-style-type: none"> Building empathy, self-awareness, and resilience through SEL Integrating socio-emotional learning into subject teaching | <ul style="list-style-type: none"> Understand the importance of SEL in the classroom Integrate SEL principles with academic instruction | <ul style="list-style-type: none"> Teachers support students' emotional wellbeing and resilience, creating a positive classroom climate |
| 8 | Cross-Curricular and Interdisciplinary Approaches in Subject Teaching | <ul style="list-style-type: none"> Strategies for cross-subject integration and thematic learning Designing interdisciplinary projects to enhance relevance and real-world application | <ul style="list-style-type: none"> Identify opportunities to link subjects through thematic or project-based learning | <ul style="list-style-type: none"> Teachers foster connections between disciplines, making learning more meaningful and relevant |
| 9 | Integrating Education for Sustainable Development (ESD) and Climate Literacy | <ul style="list-style-type: none"> Introducing ESD and climate change concepts in subject teaching Developing sustainability-focused content for climate awareness and student action | <ul style="list-style-type: none"> Understand global ESD principles Explore methods to integrate sustainability into subject teaching | <ul style="list-style-type: none"> Teachers include ESD themes into curriculum and student-led projects |
| 10 | Reflective Practice and Professional Growth Strategies | <ul style="list-style-type: none"> Reflective practice through journals, peer feedback, and lesson analysis Planning professional growth through teacher-led learning communities | <ul style="list-style-type: none"> Learn tools and techniques for reflective teaching Set personal learning goals and peer mentoring plans | <ul style="list-style-type: none"> Teachers become reflective practitioners who continuously improve their instructional practices |

Indicative Learning Modules for Customized Professional Development Training for TTC, HSTTI, and BMTTI Faculties

| Module No. | Module Title | Learning Content | Learning Objectives | Expected Outcomes |
|------------|--|--|--|--|
| 1 | Reimagining Teacher Education for the 21st Century | <ul style="list-style-type: none"> Global trends in teacher education reform Roles of TTCs and HSTTIs in preparing future-ready teachers Transformative models in teacher education | <ul style="list-style-type: none"> Understand contemporary approaches to teacher education Identify gaps in local practices Inspire innovation and reform | <ul style="list-style-type: none"> Faculties lead innovation in teacher education reform Propose updated training frameworks |

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| Module No. | Module Title | Learning Content | Learning Objectives | Expected Outcomes |
|------------|--|---|---|---|
| 2 | Competency-Based Curriculum Design and Alignment | <ul style="list-style-type: none"> • Developing competency-based syllabi • Aligning curriculum, instruction, and assessment • Integrating national learning outcomes with institutional practices | <ul style="list-style-type: none"> • Design coherent, standards-based curricula • Align assessments with intended learning outcomes | <ul style="list-style-type: none"> • Faculties implement competency-based modules and align assessments with outcomes |
| 3 | Innovative Pedagogy and Active Learning Strategies | <ul style="list-style-type: none"> • Application of learner-centered, collaborative, and experiential methods • Use of flipped classrooms, group projects, and role plays in training sessions | <ul style="list-style-type: none"> • Incorporate innovative pedagogy to engage future teachers • Promote critical thinking and creativity | <ul style="list-style-type: none"> • Faculties adopt and train pre-service and in-service teachers in active learning strategies |
| 4 | Instructional Design and Blended Learning Models | <ul style="list-style-type: none"> • Designing instructional sequences for hybrid delivery • Use of LMS platforms and digital content for flipped and online teaching • Ensuring instructional coherence | <ul style="list-style-type: none"> • Apply design principles for blended learning • Utilize tools to support flexible delivery | <ul style="list-style-type: none"> • Faculties develop LMS-based content and facilitate blended learning modules |
| 5 | Assessment Reform and Authentic Evaluation | <ul style="list-style-type: none"> • Development of authentic assessment tools for skills and attitudes • Design rubrics and portfolios • Promoting continuous, formative feedback systems | <ul style="list-style-type: none"> • Develop tools for meaningful assessment • Promote learning through feedback | <ul style="list-style-type: none"> • Faculties design performance tasks, rubrics, and use assessment to improve instruction |
| 6 | Technology Integration in Pre-Service and In-Service Training | <ul style="list-style-type: none"> • Use of ICT in lesson planning and teacher training • Introduction to simulations, AR/VR, and digital assessment tools • Model tech integration for future teachers | <ul style="list-style-type: none"> • Model effective ICT use in teacher education • Improve digital competencies of trainees | <ul style="list-style-type: none"> • Faculties integrate technology seamlessly in teacher training |
| 7 | Mentoring, Coaching, and Faculty Development | <ul style="list-style-type: none"> • Building a system for peer mentoring and coaching • Conducting lesson observations • Designing faculty development workshops | <ul style="list-style-type: none"> • Establish a culture of mentoring • Build faculty peer networks for continuous improvement | <ul style="list-style-type: none"> • Faculties mentor peers and trainees, and foster a reflective teaching culture |
| 8 | Equity, Inclusion, and Gender | <ul style="list-style-type: none"> • Promoting inclusive and gender-responsive pedagogy | <ul style="list-style-type: none"> • Embed inclusive principles in training | <ul style="list-style-type: none"> • Faculties ensure inclusive, equitable approaches in all training sessions |

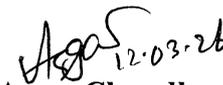
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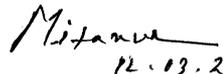
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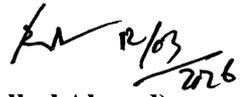
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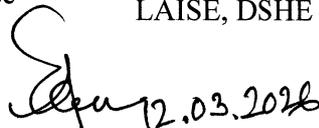
| Module No. | Module Title | Learning Content | Learning Objectives | Expected Outcomes |
|------------|---|---|--|---|
| | Teacher Training | <ul style="list-style-type: none"> Integration of strategies for marginalized groups | <ul style="list-style-type: none"> Address diverse learner needs and gender equity | |
| 9 | Climate Literacy and Education for Sustainable Development (ESD) | <ul style="list-style-type: none"> Design content and pedagogy that foster sustainability awareness Integrating climate education across disciplines Lead green campus initiatives | <ul style="list-style-type: none"> Introduce sustainability and resilience in teacher education Encourage environmental responsibility | <ul style="list-style-type: none"> Faculties champion climate literacy and green practices in teacher education institutions |
| 10 | Action Research and Reflective Practice in Teacher Education | <ul style="list-style-type: none"> Understand methods of action research Promotion of reflective dialogue Conducting classroom-based research | <ul style="list-style-type: none"> Guide teachers in reflective inquiry Foster a habit of evidence-based improvement | <ul style="list-style-type: none"> Faculties conduct and mentor action research in pedagogical improvement |


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