

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
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	Students get financial and socio-emotional support to stay in	Students exhibit willingness and interest in staying	Decreased student dropouts		

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Result Area	input/ activity	Output	Intermediate outcome	Final outcomes/Impact	Climate effects	Mid- to Longterm Impact
	aspirations, and SRGBV prevention and response	school, SRGBV is addressed, and school safety improved	in school			

Result Area	input/ activity	Output	Intermediate outcome	Final outcomes/Impact	Climate effects	Mid- to Longterm Impact
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			
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	More streamlined, focused, and relevant curricula and assessments.	Improved enabling conditions for vocational education in	Student confidence and satisfaction with			



Result Area	input/activity	Output	Intermediate outcome	Final outcomes/Impact	Climate effects	Mid- to Longterm Impact
vocational education	Strengthen system for inclusion and vocational education	secondary education	education system improves			
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

SI 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, Philippines, 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, Philippines, 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	To acquire skills and knowledge on evolving education pedagogy, 21st century teaching	60	3	60	Thailand, Cambodia, Vietnam, China, Malaysia, South	Teachers of TTC, HSTTI and BMTTI [57 Teachers of TTC/HSTTI/BMTTI + 3 Accompanying Officers]

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Sl No	Program Title	Program Focus	Participants Number	No. of Batches	Program Duration (Days)	Location	Indicative Participants
	Education Pedagogy, 21st Century Teaching Skills and Transformative Education	skills and transformative education				Korea, Indonesia, Philippines, etc.	
		Total:	1467				

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 HSTTIIs 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, HSTTIIs and BMTTI are required to mitigate the gap. The customized training program for the faculties of TTCs, HSTTIIs, 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 Overall Scope

The scope of services is to plan, coordinate, and support the implementation of overseas training programs for approximately 1,467 Head Teachers, Superintendents, and Teachers, primarily selected from successful participants of LAISE local training programs.

The training programs will be implemented in countries with adequate institutional capacity and relevant experience in professional development and education management programs. The Consultants will work in close coordination with the Project Implementation Unit (PIU) to ensure effective planning, logistical arrangements, and delivery of the training programs.

14.2 Identification of Training Countries and Institutions

The Consultants shall undertake the following, but not limited to:

- Identify and propose suitable countries and renowned institutions for training, with clear justification and supporting evidence.
- Provide comprehensive institutional profiles, including academic programs, faculty/staff qualifications, training facilities, accommodation, logistics, and participant support services.
- Support proposals with printed materials and/or web-based documentation and others.
- Communicate and coordinate with the proposed institutions on behalf of the Client, including arranging institutional visits, facilitating negotiations, and supporting the signing of Memoranda of Understanding (MoUs) or other necessary agreements.

14.3 Logistical and Operational Considerations

The Consultants shall consider practical and operational factors when proposing training destinations and arrangements, including but not limited to the following:

- Visa requirements and processing timelines for the participants.
- International travel connectivity, including availability of convenient flight routes and transit arrangements.
- Availability of suitable and cost-effective accommodation near the training institutions.
- Meal arrangements and dietary considerations to meet participants' needs.
- Seasonal weather conditions that may affect travel or training schedules.
- Government holidays and academic calendars of the host country and training institutions.
- Safety and security conditions, as well as other relevant operational considerations affecting the smooth implementation of the training program.

14.4 Travel, Logistics, and Pre/Post-Training Support

The Consultants shall undertake the following, but not limited to:

- Assist the PIU in arranging and validating cost-effective international travel (air tickets) and related logistics, including accommodation, local transportation, meals and refreshments, daily per diem, and coordination with overseas training institutions.
- Assist the PIU in facilitating payments to participants, travel agents, hotels, and overseas institutions/organizations, including collection and verification of invoices, agreements, and other supporting documentation.
- Ensure all expenditures and financial transactions are paid directly by the PIU in accordance with Government rules, the Project Financing Agreement, and applicable financial management procedures.
- Arrange travel and health insurance for all participants.
- Conduct pre-departure briefing sessions and provide participants with information packages covering academic and logistical arrangements.
- Facilitate post-training wrap-up meetings and submit both individual and consolidated training summary reports to the PIU.

14.5 On-Site Participant Support

The Consultants shall undertake the following, but not limited to, through support personnel from the training institute, the Consultants, or a combination of both to provide necessary assistance during the training period:

- Provide on-site participant support at the training location to ensure timely assistance during core training hours in addressing academic and logistical issues.

- Coordinate participant needs and facilitate communication between participants and the training institutions to ensure smooth implementation of the training program.
- Ensure availability of participant support services during core training hours, which may be organized through a rotating schedule rather than requiring the continuous presence of a single individual, in order to optimize resource utilization while maintaining effective support.
- Monitor and address operational or logistical challenges faced by participants during the training period.
- Prepare and submit batch-wise training reports to the PIU in an approved format, summarizing training activities, participant attendance, key outcomes, and any issues encountered during implementation.

15. Specific tasks of the Service

15.1 Overall Responsibility

The Consultants shall have overall responsibility for the effective implementation of the LAISE Overseas Training Program, including but not limited to the following:

- Design and develop training courses and programs in accordance with the objectives of the assignment (see Annex 1 for indicative content).
- Identify and propose suitable institutions or organizations with proven capacity and reputation to implement the training programs.
- Coordinate with the selected institutions and facilitate the signing of Memoranda of Understanding (MoUs) or other necessary agreements with the Client.
- Prepare detailed training schedules and make necessary arrangements for participants, including training logistics and coordination with host institutions.
- Provide support for visa processing and travel documentation for the participants, as required.
- Review and validate cost-effective arrangements for international travel, accommodation, local transportation, training fees, and other related logistical requirements.
- Facilitate pre-departure arrangements, provide on-site participant support during the training period, and ensure preparation of batch-wise reports and overall program reports.
- Ensure effective delivery of the training programs and facilitate the issuance of training completion certificates to participants by the host institutions.

15.2 Specific Activities

(i) Work Planning

- Develop a detailed, time-based Work Plan covering all activities required for efficient implementation.
- Submit Work Plan to SHED, Ministry of Education for approval and update as required.
- Ensure flexibility to revise or adjust the Work Plan when necessary, including in response to unforeseen circumstances or urgent requirements.

(ii) Program Implementation Support

- Liaise with and assist the PIU in participant selection.
- Assist participants in obtaining passports, visas, and related travel documentation.
- All costs associated with visa processing, including application fees, courier charges, and related expenses, shall be borne by the Consultants.
- Provide timely information on travel and training arrangements.
- Arrange travel and health insurance.

- Provide pastoral care and professional support during training.

(iii) Institutional Agreements

- Establish contact and formal agreements/MoUs with training institutions.
- Ensure agreements cover curricula, participation arrangements, monitoring/reporting, fees, and payment procedures.

(iv) Payment Facilitation

- Assist the PIU in processing per diem and travel-related payments, including verification of invoices and supporting documents.
- Ensure all payments are made directly by the PIU.

(v) Training Monitoring

- Monitor training implementation to ensure customized delivery, high-quality learning, prompt resolution of issues, and timely reporting.

(vi) Risk Management

- Establish risk management procedures to address challenges promptly.

(vii) Reporting

- Prepare and submit all required reports to the PIU, including monthly progress and reports specified in the Reporting Schedule.

(viii) Coordination of Travel and Payments

- Assist the PIU in arranging and validating cost-effective international travel (air tickets) and related logistics.
- Facilitate coordination with overseas institutions and service providers.
- Support preparation and verification of all documentation for payments.

Ensure all financial transactions are paid directly by the PIU in accordance with Government rules, the Project Financing Agreement, and applicable financial management procedures..

16. Consultants Team Composition

The consultants shall complete the services within duration of contract. The Consultants shall mobilize qualified Key Experts and Non-Key Experts to ensure effective and timely implementation of the Overseas Training Program.

The proposed staffing below is indicative. The Consultants may propose adjustments in staffing inputs while ensuring full coverage of all responsibilities described in the Terms of Reference.

16.1 Key Experts

The Key Experts shall provide overall technical leadership and management of the assignment. Responsibilities may be delegated internally as required.

1. Team Leader / Assignment Manager – 12 Person-Months (Intermittent)

Education Qualification:

Master’s degree in Education or related discipline.

Experience:

- 10 years’ experience managing large-scale international study or training programs in multiple locations.

- Demonstrated experience in planning, financial oversight, logistics coordination, contract management, and program monitoring.
- Experience in South Asia, preferably Bangladesh education sector.

Key Responsibilities:

- Provide overall leadership and strategic management of the overseas training program.
- Maintain regular coordination with PIU and key stakeholders.
- Ensure compliance with TOR requirements and Work Plan.
- Supervise Consultant staff and monitor performance.
- Review and approve training and progress reports.
- Monitor performance of training institutions and recommend improvements.
- Ensure quality and timely implementation of overseas training batches.

2. Deputy Team Leader / M&E and Coordination Expert – 14 Person-Months (Intermittent)

Education Qualification:

Master’s Degree in Education, Social Sciences, or related discipline.

Experience:

- 7 years’ experience in management of international training programs.
- Experience in monitoring and evaluation and program coordination.
- Strong coordination and reporting skills.
- Experience in South Asia preferred.

Key Responsibilities:

- Support the Team Leader in program management.
- Coordinate between PIU, Consultants, training institutions, and stakeholders.
- Monitor training implementation and institutional performance.
- Prepare monitoring and evaluation reports.
- Track training progress and participant batches.
- Support operational planning and logistics coordination.

16.2 Non-Key Experts / Support Staff

In addition to Key Experts, the following Non-Key Experts will support implementation. The staffing levels below are indicative and may be adjusted by the Consultant.

1. Operations and Finance Manager – 18 Person-Months

Education Qualification:

Master’s Degree in Finance, Accounting, Management, or related discipline.

Experience:

- 5 years’ experience managing financial and operational matters for international training programs.
- Familiarity with GoB financial procedures.
- Experience in large-scale training programs in Bangladesh preferred.

Key Responsibilities:

- Maintain financial and operational records for overseas training batches.
- Support PIU payment processing documentation.
- Track invoices and financial documentation.
- Coordinate financial documentation with training institutions.
- Maintain participant and batch financial records.
- Support contract administration tasks.

2. Logistic Support Officers – 4 Positions × 12 Person-Months**Education Qualification:**

Bachelor's Degree in any discipline.

Experience:

- 5 years' experience organizing international training programs.
- Experience in visa processing and international travel coordination.
- Familiarity with GoB travel procedures.
- Experience supporting large-scale programs preferred.

Key Responsibilities:

- Coordinate with PIU and participants.
- Support passport and visa processing.
- Coordinate travel arrangements.
- Support insurance processing.
- Organize pre-departure briefings.
- Maintain participant records.
- Arrange airport transfers.
- Provide participant logistical support.

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	Person-Month	Total (mm)
1	Team Leader / Assignment Manager	1	12	12
2	Deputy Team Leader / M&E and Coordination Expert	1	14	14
	Total Key-Staff Inputs			26
	Non-Key Experts/Other Experts			
1	Operations and Finance Manager	1	18	18
2	Logistic Support Officers	4	12	48

	Total Non-Key-Staff Inputs			66
	Total Staff Inputs (Key + non-Key)			92

Total estimated key experts' input is **26 - Person-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	<p>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:</p> <ol style="list-style-type: none"> 1. Table of Contents 2. Executive Summary, covering: <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 3. Administrative Section: <ol style="list-style-type: none"> 3.1 Project management approach 3.2 Organogram of the project team and management structure 4. Technical Section: <ul style="list-style-type: none"> • Brief overview of the project background and objectives, and the Consultant's technical approach 	T1 = T0 + 0.5 month
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>	T2 = T0 + 2 months



SL.	Deliverable	Description	Submission Deadline
		<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) 	
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 + 3 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 • Validation of cost-effective arrangements for travel, accommodation, and training fees. 	T4 = T0 + 22 months
18.5	Draft Final Report	<p>Consolidated draft final report covering the overall implementation of the overseas training program, including:</p> <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	<p>Final report incorporating comments and feedback received on the Draft Final Report, including:</p> <ul style="list-style-type: none"> • Client feedback and responses • Stakeholder feedback and responses • Final conclusions and recommendations 	T7 = T0 + 24 months

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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 Qualification Selection (CQS)**.



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	<ul style="list-style-type: none"> • Digital platforms and tools for academic 	<ul style="list-style-type: none"> • Understand the application of ICT 	<ul style="list-style-type: none"> • Participants introduce digital

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	Learning and Management	<p>and administrative tasks</p> <ul style="list-style-type: none"> • Promoting blended learning models • Managing data through simple school-level dashboards 	in both learning enhancement and institutional efficiency	teaching tools, use online platforms for 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

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12	Action Planning and Post-Training Commitment	<ul style="list-style-type: none"> • Reflecting on learning • Drafting individual and institutional action plans • Presenting plans for peer feedback • Planning post-training reporting and follow-up 	<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 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 	<ul style="list-style-type: none"> • Differentiate between assessment types • Design meaningful, competency- 	<ul style="list-style-type: none"> • Teachers implement assessment for learning practices and provide timely, constructive feedback

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		formative, diagnostic, and summative	aligned assessments • Use assessment data for learning feedback	
6	Creating Inquiry-Based and Problem-Based Learning Environments	<ul style="list-style-type: none"> • Designing competency-aligned 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"> • Understand principles of inquiry and problem-based learning • Develop subject-integrated projects for active learning 	<ul style="list-style-type: none"> • Teachers design and implement PBL 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

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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
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 	<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



		<ul style="list-style-type: none"> • Model tech integration for future teachers 		
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 Teacher Training	<ul style="list-style-type: none"> • Promoting inclusive and gender-responsive pedagogy • Integration of strategies for marginalized groups 	<ul style="list-style-type: none"> • Embed inclusive principles in training • Address diverse learner needs and gender equity 	<ul style="list-style-type: none"> • Faculties ensure inclusive, equitable approaches in all training sessions
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

