

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: Conducting the Mid-Term Review of Learning Acceleration in Secondary Education (LAISE) Project
(Contract Package No. SD-21)

1. Background

Background and Project Brief of the LAISE Project

1.1 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.

1.2 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.

1.3 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.

1.4 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 Math 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).

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

(i) Result Area A.1: Student support for improved learning and retention

A.1.1 Improving Student Assessment for Achievement of Learning Outcomes

A.1.2 Developing the School Libraries for Acceleration of Reading Habit of the Students

A.1.3 Supporting Adolescent Student Program, Mental Health Program, and Student Counselling

(ii) Result Area A.2: Improved Teacher Effectiveness

A.2.1 Development of Teacher Support Systems

A.2.2 Teachers' Capacity Development

A.2.3 Enhanced Leadership Capacity of the Secondary Institutions Heads

A.2.4 Teachers' Readiness for Blended Learning

(iii) Result Area A.3: Improved Secondary Education System

A.3.1 Supporting Implementation of New Curriculum

A.3.2 Enhanced IT Infrastructure and Connectivity

A.3.3 Online Monitoring and Assessment of Teachers' Performance

A.3.4 Strengthened Capacity of Secondary Education Agencies

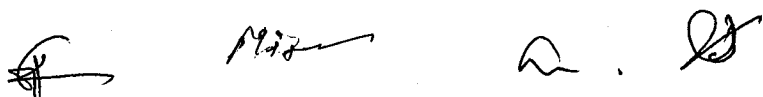
A.3.5 Readiness for Climate Resilience in the Secondary Education Sector

A.3.6 Supporting vocational programs in the general stream of secondary education

1.6 Funds will be disbursed on the achievement of specific results, measured by DLIs. Selected PDO and intermediate outcome indicators have been strategically included as DLIs. These have been selected based on the extent to which they signal the implementation of critical actions or the realization of key outcomes that need additional incentivization. Under RA 1, DLIs related to *student support for improved learning, retention and resilience* will incentivize collection and dissemination of data on learning losses and recovery, scale-up of learning acceleration strategies (formative assessments, remedial education, and reading programs), rewarding schools and teachers for learning improvement, and for actual improvements in the share of students meeting minimum proficiency. DLIs related to *supporting student retention* will incentivize students receiving stipends, and scale-up strategies to address early drop-outs (prevention of SRGBV and mental health support), and improved retention. For RA 2, DLIs will incentivize *improved teacher competency* across a number of domains (subject matter and pedagogy) verified through tests and evaluations. For RA 3, DLIs will incentivize *improved secondary systems* and use of learning data and school/student take-up of blended learning and climate actions.

1.7 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. DSHE intends to apply a portion of the said credit to engage a firm ("Consultants") for Conducting the Mid-Term Review of Learning Acceleration in Secondary Education (LAISE) Project.

1.8 Result Area-wise Activities:



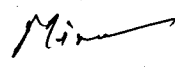
Target of Activities under Different Results/Sub-Result Areas

Results/Sub-results Area	Targets/Activities
Result Area 1: Student support for improved learning & retention	
<i>Sub-Result Area</i>	
A.1.1 Student Assessment for Improved Learning	- Development of a mobile app to support assessment outcome. - National assessment of students' learning outcomes (twice during the project period).
A.1.2 Library Development for Reading Habit Acceleration of the Students	- Library development of 29621 secondary institutions (schools and madrasahs) supported. - Librarians of all the secondary level institutions (schools and madrasah) (total no. 29585 + 640) trained on library development.
A.1.3 Supporting Adolescent Student Program, Mental Health Program, Student Counselling, Combating Bullying and Prevention of Gender based Violence	- Training of the teachers (118340) - Awareness building programs.
Result Area-2: Improved Teacher Effectiveness	
<i>Sub-result Area</i>	
A.2.1 Development of Teacher Support Systems	Development of e-contents (at least 1000), model classes, e-content repository.
A.2.2 Teachers' Capacity Development	- Teachers' professional development training for 54340 teachers. - Basic training for 27080 new teachers. - Overseas training for 2535 teachers and teacher educators. - Assessment of training impact.
A.2.3 Enhanced Leadership Capacity of the Secondary Institutions Heads	Leadership training for 29000 HTs/AHTs/Supers.
A.2.4 Teachers' Readiness for Blended Learning	- Development of guidelines for blended learning. - Training of teachers (60480) on blended learning approach.
Result Area 3: Improved Secondary Education Systems	
<i>Sub-result Area</i>	
A.3.1 Supporting Implementation of New Curriculum	Study on Curriculum Implementation.
A.3.2 Enhanced IT Infrastructure and Connectivity	- A study on the status of IT infrastructure and connectivity of secondary schools. - Establishment of Multimedia Classrooms in 10340 schools (2 MMCs in each schools).
A.3.3 Online Monitoring and Assessment of Teachers' Performance	- Strengthening online monitoring system of DSHE using the EMIS platform. - Improving Learning Facilitators Competency Standards (LFCS) software of DSHE. - Effective use of LFCS for assessment of teachers' performance.

Results/Sub-results Area	Targets/Activities
A.3.4 Strengthened Capacity of Secondary Education Agencies	- Capacity of SHED, DSHE, NCTB, NAEM and BISE strengthened through equipment, local and overseas training of the officials. - Capacity of TTCs and HSTTIs strengthened through equipment and furniture supply, refurbishment works, smart classrooms, customized local and foreign training of faculties.
A.3.5 Readiness for Climate Resilience in the Secondary Education Sector	- Study on the effect of the climate change on the secondary institutions. - Awareness program on climate changes. - Training of teachers (11000) on climate resilience readiness.
A.3.6 Supporting vocational programs in the general stream of secondary education	- Review of the pilot vocational program. - Training of 2,000 teachers.

1.9 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 have access to Personalized resources so they can learn at	Students spend focused time accessing personalized lessons through blended learning			


Result Area	input/ activity	Output	Intermediate outcome	Final outcomes/Impact	Climate effects	Mid- to Longterm Impact
	students and teachers	their level and pace				
Supporting student retention	Provide stipends, support student mental health and aspirations, and SRGBV prevention and response	Students get financial and socio-emotional support to stay in school, SRGBV is addressed, and school safety improved	Students exhibit willingness and interest in staying in school	Decreased student dropouts		

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

Result Area	input/ activity	Output	Intermediate outcome	Final outcomes/Impact	Climate effects	Mid- to Longterm Impact
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	More streamlined, focused, and relevant	Improved enabling conditions for	Student confidence and			

Result Area	input/ activity	Output	Intermediate outcome	Final outcomes/Impact	Climate effects	Mid- to Longterm Impact
reform, inclusion and vocational education	curricula and assessments. Strengthen system for inclusion and vocational education	vocational education in secondary education	satisfaction with 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		

2. Objective of the Assignment:

2.1 The objective of the Mid-Term Review (MTR) of the Learning Acceleration in Secondary Education (LAISE) Project is to assess the extent to which the Program is progressing toward the achievement of its Project Development Objectives (PDOs) and expected results, as defined in the Results Framework, Disbursement Linked Indicators (DLIs), and associated implementation arrangements.

Specifically, the MTR will:

1. **Assess progress and performance** against agreed work plans, DLIs, and targets for the achievement of intermediate and long-term results under both the Program-for-Results (PforR) and Technical Assistance (IPF) components;
2. **Review the effectiveness and efficiency of implementation**, highlighting key achievements to date and identifying program components, institutional arrangements, and implementation mechanisms that have contributed to observed results or performance gaps;
3. **Identify emerging good practices, success stories, challenges, and lessons learned** from implementation to date, and provide actionable recommendations to inform course correction, strengthen delivery, and support achievement of the PDOs during the remaining implementation period.

3. Scope of Services

The Consultants will support the review of the LAISE operation as part of the operation's Mid-Term Review (MTR) to assess implementation progress, performance, and results achieved under both the Program-for-Results (PforR) and Investment Project Financing (IPF) components, and to provide actionable

recommendations for the remainder of the implementation period. The consultants will also support DSHE/LAISE PIU to revise the DPP of the project in alignment with the recommendations of the MTR.

3.1. Review of Program Design and Results Framework

The Consultants shall review the continued relevance and coherence of the Program Development Objectives (PDOs), Results Framework, Disbursement Linked Indicators (DLIs), and Disbursement Linked Results (DLRs). This will include assessing alignment between program activities, DLIs, and intended outcomes, as well as the complementarity between the PforR and Technical Assistance (IPF) components in supporting achievement of results.

3.2. Assessment of Implementation Progress

The Consultants shall assess progress against approved work plans, milestones, and targets for both components of the Project. This will include a review of the status of DLI/DLR achievement, identification of implementation bottlenecks, delays, and risks, and analysis of factors affecting performance and disbursement. Institutional arrangements and coordination mechanisms among implementing agencies will also be reviewed.

3.3. Effectiveness of Program Interventions

The Consultants shall examine the effectiveness of key interventions in achieving learning acceleration objectives in secondary education, including their relevance, coverage, and quality of implementation. Attention will be given to equity, gender, and inclusion aspects, as well as the extent to which interventions address identified learning gaps. Outputs and outcomes supported under the IPF component will be reviewed in terms of quality, timeliness, and contribution to overall program objectives.

3.4. Fiduciary

The Consultants shall review fiduciary arrangements, including financial management, procurement, and internal controls, and assess compliance with agreed Program Action Plans (PAPs). The Consultant is also expected to review the underlying expenditures of ongoing and planned activities under LAISE and make recommendations for revisions that need to be made to the Development Project Proposal (DPP) of LAISE in order to meet the operation's expected results.

3.5. Environmental, and Social Systems

The review shall assess the performance and implementation of applicable environmental and social commitments, including relevant stakeholder engagement, grievance redress mechanisms, safeguarding, SEA/SH/PSEA, and risk-management measures, to the extent applicable to the Project and supported by available evidence. The assessment shall identify issues, gaps, or emerging risks that may affect program implementation or achievement of the PDOs.

3.6. Monitoring, Evaluation, and Data Systems

The Consultants shall assess the adequacy and effectiveness of monitoring, evaluation, and reporting arrangements, including data quality, traceability, validation and integrity of data, learning assessment systems, verification protocols for DLIs/DLRs, and arrangements for data confidentiality, security, and responsible use. Gaps in data availability, reliability, traceability, validation, or utilization will be identified, and recommendations provided for strengthening M&E systems, data governance, confidentiality, and responsible use of data.

3.7. Institutional Capacity and Stakeholder Engagement



The Consultants shall assess institutional capacity at national and sub-national levels, including the effectiveness of capacity-building activities supported under the IPF component. Stakeholder engagement and communication mechanisms will be reviewed, with particular attention to engagement with schools, teachers, students, and relevant authorities.

3.8. Lessons Learned and Good Practices

The Consultants shall identify key achievements, success stories, emerging good practices, and lessons learned from implementation to date. The Consultants shall also review and identify relevant national and international good practices and experiences applicable to the Project, with particular attention to practices that could inform improvements in implementation, education service delivery, institutional arrangements, and sustainability. These findings will be used to inform practical recommendations for strengthening implementation, addressing identified challenges, and enhancing results during the remaining Project period.

3.9. Recommendations and Forward Actions

Based on the findings of the MTR, the Consultants shall provide prioritized, practical recommendations for course correction and refinement of implementation strategies during the remaining Project period. This will include an assessment of the likelihood of achieving the PDOs by project closing and proposed actions to enhance performance, sustainability, and impact.

The Consultants shall also prepare an Action Matrix setting out, for each recommendation, the rationale/evidence, responsible agency, priority, proposed timeline, resource implications, and expected result/outcome. The Action Matrix shall provide a practical basis for follow-up and monitoring of agreed actions during the remaining Project period.

3.10. Development Project Proposal (DPP)

Based on the findings and recommendations of the MTR, the Consultants shall provide technical support to DSHE/LAISE PIU for the revision and updating of the DPP in alignment with the agreed recommendations and proposed course corrections. The Consultants shall also support DSHE/LAISE PIU in incorporating relevant inputs and feedback from concerned government agencies and other relevant stakeholders during the DPP revision process.

4. Consultants Team Composition

4.1 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. Team Leader:

Duration: 4 person-months

Education Qualification: Master's degree in education or a related discipline. A PhD in a related field will be considered an added qualification.

Experience: 15 years of professional experience in development project and program evaluation, including 8 years in the education sector, with demonstrated expertise in results frameworks, Disbursement Linked Indicators (DLIs/DLRs), monitoring and evaluation systems, and implementation performance. Familiarity with fiduciary (financial management and procurement) and environmental and social systems under World Bank-financed operations, particularly Program-for-Results (PforR) or other results-based financing instruments, will be an advantage

2. Monitoring, Evaluation & Learning Assessment Specialist

Duration: 2 person-months

Educational Qualification: Master's degree in Statistics, Economics, Education, or a related discipline.

Experience: 10 years of experience in monitoring and evaluation of development or education sector projects, with strong expertise in results frameworks, indicator tracking, data quality assurance, learning assessment systems, and performance reporting. Experience supporting DLI/DLR verification and use of assessment data for program improvement in World Bank-financed operations will be an advantage.

3. Fiduciary Specialist

Duration: 1 person-month

Educational Qualification: Master's degree in finance, Accounting, Business Administration, Environmental Studies, Social Sciences, or related discipline.

Experience: 10 years of experience in fiduciary oversight (financial management and/or procurement) and/or environmental and social systems in development projects. Demonstrated familiarity with World Bank fiduciary requirements, Program Action Plans (PAPs), stakeholder engagement mechanisms, and grievance redress systems—particularly under PforR and IPF operations—will be an advantage.

4. Education Specialist

Duration: 2 person-months

Educational Qualification: Master's degree in Education, Teacher Education, Curriculum and Instruction, or a related field. A PhD in a related field will be considered an added qualification.

Experience: Ten (10) years of relevant professional experience in teacher competency policy development, teacher professional development, assessment, and/or teacher curriculum design, including demonstrated experience in developing teacher competency frameworks and strengthening classroom practices. Experience in addressing environmental and social requirements in development projects, including familiarity with stakeholder engagement mechanisms, grievance redress mechanisms, safeguarding, and SEA/SH/PSEA, will be an advantage. Demonstrated familiarity with World Bank operations and Program Action Plans (PAPs) is required.

5. Development Project Proposal (DPP) Specialist

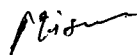
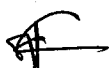
Duration: 4 person-months

Educational Qualification: Master's degree in Science, Economics, Education, or a related discipline.

Experience: Eight (8) years of relevant professional experience in the preparation, revision, and/or updating of Development Project Proposals (DPPs) in the government sector. Experience in the preparation and revision of World Bank-financed project DPPs is required. Demonstrated experience in aligning DPPs with project objectives, implementation requirements, and recommendations arising from project reviews or assessments will be an advantage.

4.2 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 consultants. However, the Consultants are free to make their own estimate to propose non-key staff.



1. Co-Ordinator

Duration: 6 person-months

Educational Qualification: Bachelor's degree in any discipline.

Experience: 5 years of experience in project implementation, coordination, and administrative support for development projects.

4.3 Key & Non-Key Experts Inputs

The indicative staff inputs are tabulated below:

S.N.	Key Experts	Inputs in month		
		No	Man-month	Total (mm)
1	Team Leader	1	4	4
2	Monitoring, Evaluation & Learning Assessment Specialist	1	2	2
3	Fiduciary Specialist	1	1	1
4	Education Specialist	1	2	2
5	Development Project Proposal (DPP) Specialist	1	4	4
	Total Key-Staff Inputs			13
	Non-Key Experts/Other Experts			
1	Co-Ordinator	1	6	6
	Total Non-Key-Staff Inputs			06
	Total Staff Inputs (Key + non-Key)			19

Total estimated key experts' input is **13-man months**.

Note:

- 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.*
- The Financial Proposal shall include all direct and indirect costs required to perform the services.*
- The proposed number of experts for each position shall be consistent with the Technical Proposal.*

5. Assignment Duration

The duration of the assignment will be **06 Months**.

6. Deliverables

The following table outlines the key deliverables of the assignment, which constitute the outputs of activities specified under the Scope of Services.

Note: T0 refers to the date of commencement of the Contract.

SL.	Deliverable	Description	Submission Deadline
6.1	Inception Report	The Inception Report shall present the Consultant's understanding of the assignment and proposed methodology and implementation approach. The report shall include, but not be limited to, the following: 1. Table of Contents 2. Executive Summary, including: • Overall understanding of the assignment and implementation context • Detailed work plan, methodology, and implementation schedule • Assessment of project objectives and review focus areas • Key issues encountered and anticipated risks, including implications for timely completion Proposed mitigation measures and any required adjustments to the implementation plan 3. Administrative Section: • Project management and coordination approach • Organogram of the consulting team and management structure 4. Technical Section: • Overview of project background and objectives • Consultant's technical approach and review framework	T1 = T0 + 0.5 month
6.2	Draft Mid-Term Review (MTR) Report	The Draft MTR Report shall present preliminary findings, analysis, and recommendations based on desk review, consultations, and field assessments. The report shall include, but not be limited to: • Review of Program Design and Results Framework • Assessment of Implementation Progress • Effectiveness of Program Interventions • Review of Fiduciary, Environmental, and Social Systems • Assessment of Monitoring, Evaluation, and Data Systems • Institutional Capacity and Stakeholder Engagement • Key Achievements, Lessons Learned, and Good Practices • Preliminary Recommendations and Forward Actions	T2 = T0 + 2.5 months
6.3	MTR Findings Presentation / Validation Workshop	The Consultants shall prepare and deliver a presentation summarizing the key findings, conclusions, and preliminary recommendations of the Draft MTR Report. A validation workshop shall be conducted with the Client,	T3 = T0 + 2.75 months

SL.	Deliverable	Description	Submission Deadline
		implementing agencies, and key stakeholders (including the World Bank task team, as applicable) to discuss findings, validate conclusions, and gather feedback for finalization of the report. Presentation materials (slides) and a brief summary of discussions and agreed actions shall be submitted.	
6.4	Final Mid-Term Review Report (MTR)	The Final MTR Report shall incorporate comments and feedback received from the Client, stakeholders, and the validation workshop. The report shall include: • Summary of comments received and Consultant's responses • Revised and validated findings and analysis • Final conclusions and prioritized, actionable recommendations for the remaining implementation period	T4 = T0 + 3.0 months
6.5	Draft Revised Development Project Proposal (DPP)	Based on the findings and recommendations of the MTR and applicable Government requirements, the Consultants shall prepare and submit the Draft Revised Development Project Proposal (DPP) to DSHE/LAISE PIU for review and onward submission to the competent approving authority in accordance with the Government requirements and procedures.	T5 = T0 + 5.0 months
6.6	Final Revised Development Project Proposal (DPP)	Based on comments and feedback received from the Client, relevant stakeholders, and concerned Government agencies during the review and approval process, the Consultants shall revise and submit the Final Revised Development Project Proposal (DPP) to DSHE/LAISE PIU, incorporating the agreed comments and feedback, for onward submission to the competent approving authority for approval.	T6 = T0 + 6.0 months

Payments shall be made against deliverables following satisfactory review and written acceptance by the Client, in accordance with the applicable contract conditions.

7. 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:

7.1. 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.

7.2. 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 their 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.

8. Selection Method

The consultants will be selected using the **Consultants' Qualifications -based Selection (CQS)** method as set for in the World Bank Procurement Regulations for IPF Borrowers, July 2016, revised November 2020.

