গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
শিক্ষা মন্ত্রণালয়
মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ
মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর
লার্নিং এক্সিলারেশন ইন সেকেন্ডারি এডুকেশন (লেইস)
১৬-আব্দুল গণি রোড, শিক্ষাভবন, ঢাকা-১০০০।

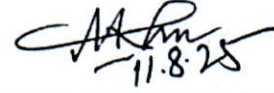নম্বরঃ DSHE/LAISE/01-167/PMC/SD-04/2025/134   তারিখঃ ১০/০৮/২০২৫খ্রি:

বিষয়ঃ   **মাধ্যমিক ও উচ্চ শিক্ষা বিভাগের ওয়েবসাইটে REOI সংক্রান্ত বিজ্ঞপ্তি প্রকাশ প্রসঙ্গে।**

উপর্যুক্ত বিষয়ে জানানো যাচ্ছে যে, মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তরের আওতাধীন "লার্নিং এক্সিলারেশন ইন সেকেন্ডারি এডুকেশন (লেইস)" শীর্ষক প্রকল্পের Service Package (SD-04) এর আওতায় Project Management Consultancy Firm for LAISE সংক্রান্ত বিজ্ঞপ্তি (REOI) টি এবং প্রয়োজনীয় Terms of Reference (ToR) মাধ্যমিক ও উচ্চ শিক্ষা বিভাগের ওয়েবসাইটে প্রকাশিত হওয়া প্রয়োজন এতদুদ্দেশ্যে আগামী ১১ আগস্ট, ২০২৫ খ্রি: তারিখের মধ্যে মাধ্যমিক ও উচ্চ শিক্ষা বিভাগের ওয়েবসাইটে উক্ত বিজ্ঞপ্তিটি এবং ToR প্রকাশের প্রয়োজনীয় ব্যবস্থা গ্রহণ করার জন্য নির্দেশক্রমে অনুরোধ করা হলো।

সংযুক্তঃ
1. REOI-এর কপি ০১ সেট।
2. ToR-এর কপি ০১ সেট।

(প্রফেসর ড. মুহাম্মদ আজাদ খান)
মহাপরিচালক
মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর, ঢাকা।

সচিব (রুটিন দায়িত্ব)
মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ
শিক্ষা মন্ত্রণালয়, ঢাকা।

[দৃষ্টি আকর্ষণ: সিনিয়র সিস্টেম এনালিস্ট]

অনুলিপি (সদয় অবগতির জন্য প্রেরণ করা হলো)ঃ

১। অতিরিক্ত সচিব (উন্নয়ন), মাধ্যমিক ও উচ্চ শিক্ষা বিভাগ, শিক্ষা মন্ত্রণালয়, ঢাকা;

২। মহাপরিচালক, মাধ্যমিক ও উচ্চ শিক্ষা অধিদপ্তর, শিক্ষাভবন, ঢাকা;

৩। পিএ টু প্রকল্প পরিচালক, লেইস;

৪। সংরক্ষণ কপি।

Ref: DSHE/LAISE/01-167/PMC/SD-04/2025/127   Date: 10 August 2025

REQUEST FOR EXPRESSIONS OF INTEREST

(CONSULTING SERVICES – FIRMS SELECTION)

Country: Bangladesh

Name of the Project: Learning Acceleration in Secondary Education (LAISE)

Credit No: 74120-BD

Assignment Title: Project Management Consultancy Firm for LAISE

Reference No. Package no: SD-4

The Government of the People's Republic of Bangladesh has received financing from the World Bank toward the cost of Technical Assistance Facility under the Learning Acceleration in Secondary Education (LAISE) Program and intends to apply part of the proceeds for consulting services.

The consulting services ("the Services") include technical, strategic, and operational support to strengthen the capacity of the Project Implementation Unit (PIU) and implementing agencies, ensuring the effective and efficient implementation of program activities across all three result areas.

The detailed Terms of Reference (TOR) for the assignment can be found on the following website: **www.dshe.gov.bd** or can be obtained at the address given below. The duration of the assignment will be about 36 (thirty-six) months. The assignment is expected to commence in March 2026.

The Directorate of Secondary and Higher Education now invites eligible firms ("Consultants") to indicate their interest in providing the Services. Interested Consultants should provide information demonstrating that they have the required qualifications and relevant experience to perform the Services. The shortlisting criteria are:

- General Experience of the Firm (core business and years in business).

- Experience in similar assignments of compatible size, complexity and technical specialty in the required area. International experience and experience in development partner-financed contracts will be considered an advantage.

- Firm's in-house staffing resources with relevant expertise (extent of relevant expertise available among the staff who are on the firm's regular payroll).

- Firm's relevant organizational capabilities for the assignment.

Key Experts will not be evaluated at the shortlisting stage.

Consultants are requested to submit but not limited to, the following supporting documents in support of the above-mentioned criteria:

(a) The Firm's Incorporation/Trade/Registration documents from the country of the firm; (b) JV agreement/letter of intent (if applicable); (c) Firm's brochure; (d) description of experience of similar assignments including nature, scope of services, contract amount, total input in terms of man month, name of employer, period of contract, funding agency(s), location /country of service etc.; and (e) list of the firm's in-house/regular staff with relevant expertise.
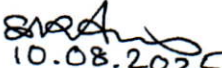
The attention of interested Consultants is drawn to Section III, paragraphs 3.14, 3.16, and 3.17 of the World Bank Procurement Regulations for IPF Borrowers, July 2016, revised November 2020, setting forth the World Bank's policy on conflict of interest.

Consultants may associate with other firms to enhance their qualifications but should indicate clearly whether the association is in the form of a joint venture and/or a sub-consultancy. The qualifications of sub-consultants will not be considered in the EOI evaluation and Shortlisting process. In the case of a joint venture, all the partners in the joint venture shall be jointly and severally liable for the entire contract, if selected. So, each partner of the JV must be reasonably qualified in terms of shortlisting criteria. In case of an association, the Consultants must explain in the EOI submission (a) the rationale for forming the association and (b) the anticipated role and relevant qualifications of each member of the Joint Venture and/or of each sub-consultant for carrying out the assignment, to justify the proposed inclusion of the JV members and/or sub-consultants in the association. Failure to provide the above explanation in the Expression of Interest may risk the association not being shortlisted for the assignment.

A Consultant will be selected through an International Competitive Process in accordance with the Quality and Cost Based Selection (QCBS) method set out in the Procurement Regulations.

Further information can be obtained at the address below during office hours 9:00 to 16:00 hours.

Expressions of interest must be delivered in a written form to the address below (in person, or by mail, or by e-mail) by 17:00 BST **on 04 September 2025.**

10.08.2025

Professor Shipon Kumar Das
Project Director
Learning Acceleration in Secondary Education (LAISE),
Directorate of Secondary and Higher Education
Shikkha Bhaban, 2nd Block, 16 Abdul Goni Road, Dhaka.
Email: pd.laise@dshe.gov.bd
cc: apd2.laise@dshe.gov.bd

Government of The People's Republic of Bangladesh
Learning Acceleration in Secondary Education (LAISE)
Directorate of Secondary and Higher Education
Secondary and Higher Education Division
Ministry of Education

TERMS OF REFERENCE (ToR) of
Project Management Consultancy Firm for LAISE

A.   Background

Background of the LAISE Project

01. The Learning Acceleration in Secondary Education (LAISE) Project is an initiative sponsored by the secondary and Higher Education Division (SHED) of the Ministry of Education (MoE), Bangladesh, and implemented by the Directorate of Secondary and Higher Education (DSHE) in Bangladesh. The Learning Acceleration in Secondary Education (LAISE) Project emerges against the backdrop of Bangladesh's impressive progress in socioeconomic development and education since its independence in 1971. Despite achieving near-universal access to primary education and significant strides in secondary enrolment, challenges persist in ensuring equitable access, quality learning outcomes, and resilience against shocks from disasters, climate change, and pandemics. While the country has achieved gender parity in primary and secondary education, dropout rates, especially among girls in rural and disadvantaged areas, remain a concern. The COVID-19 pandemic further exposed systemic vulnerabilities, including learning losses, increased dropout rates, and inequities in access to education, underscoring the urgent need for sustainable, transformative reforms in the secondary education system.

02. The LAISE Project aims to build on past initiatives such as the Secondary Education Development Program (SEDP), Secondary Education Quality and Access Enhancement Project (SEQAEP), Secondary Education Sector Investment Program (SESIP), and the Teacher Quality Improvement Project (TQI) to create a future-ready education system capable of meeting the evolving demands of modern learning and global economic integration. 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.

03. In alignment with national strategies such as the 8th Five-Year Plan (2020–2025), the National Education Policy, and the Master Plan for ICT in Education, the LAISE Project aims to build a robust foundation for education transformation. By addressing learning quality, teaching standards, and systemic inefficiencies, the project seeks to create a future-ready secondary education system that equips students with the skills necessary for a knowledge-based economy. 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.

Project Description:

04. **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. Under the PforR component, disbursements will be based on the attainment of Disbursement Linked Indicators (DLIs). **For the IPF-based TA component, disbursements will be based on report submissions using Interim Unaudited Financial Reports (IUFRs)** to report the expenditures and withdraw funds from the IDA Credit.

05. 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:**

   a.   PDO 1: Students meeting basic proficiency in Grade 8 in math and Bangla (Disaggregated by subjects) (Percentage)

b. PDO 2: Grade 10 (of those started in Grade 6) retention rate - Overall (Disaggregated by gender) (Percentage)

c. PDO 3: Grade 6 and 8 students in targeted institutions actively using blended learning programs designed for learning acceleration for math or Bangla (percentage)

d. PDO 4: Students in targeted schools exhibiting improved climate change mindsets or behaviors (percentage)

06. The project has multiple sub-results, which are divided into three result areas. Result Area 1 focuses 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 is mostly focused on teachers' development. Many training programs i.e. Teachers' Professional Development, Basic Training for the new teachers, training on learning loss recovery, life skills development, blended learning, ICT training will be arranged for the teachers. The project will equip many schools with Multi-media Classrooms to support ICT-based blended learning.

08. 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. A Project Management Consultancy firm comprising of a team of consultants will be recruited to support the PIU in the implementation of the project. The firm will be recruited following the World Bank Guidelines.

B. Objective(s) of the Assignment

09. *The primary objective of the assignment is to support the Project Implementation Unit (PIU) of the Learning Acceleration in Secondary Education (LAISE) Project in ensuring the effective and efficient implementation of the program's activities across its three result areas. The Project Management Consultancy (PMC) firm will provide technical, strategic, and operational support to strengthen the capacity of the PIU and implementing agencies. The consultancy will assist in achieving the program development objectives (PDOs) by developing strategies, policies, and guidance for the successful implementation of activities under the LAISE program. This includes ensuring compliance with World Bank guidelines, promoting sustainable outcomes, and delivering results aligned with the Government of Bangladesh's priorities and international best practices.*

C. Scope of Services, Tasks (Components) and Expected Deliverables

10. *The PMC firm will deliver a comprehensive suite of services to support the LAISE program's implementation. The scope of services is organized by the program's three result-areas and cross-cutting components.*

C-1. General Support and Oversight

11. The PMC firm will:

- Support the PIU in program management, planning, and coordination.

- Develop and maintain implementation plans and progress reports.

- Ensure compliance with World Bank operational policies, financial management, procurement guidelines, and environmental and social safeguards.

- Provide advisory support on institutional capacity building.

- Ensure timely preparation and submission of required reports to the Government of Bangladesh and the World Bank.

Expected Deliverables:

- Inception report outlining the detailed methodology, work plan, and deliverables.
- Monthly, quarterly, and annual progress reports including individuals' monthly progress.
- Updated risk assessment and mitigation plans.
- Final project completion report.

C.2   Result Area 1: Student Support for Improved Learning, Retention, and Resilience

12.   The PMC firm will:

- Develop targeted strategies and implement plans for learning loss recovery, continuous assessment, and national assessments.
- Support the development and operationalization of the Library Development for Reading Habit Acceleration (LDRA) program.
- Provide technical assistance for the design and delivery of Adolescent student programs, life skills development initiatives and Student counseling service. For mental health and SRGBV, the focus will be on scaling up and operationalizing the existing guidelines, including the formulation of context-specific implementation plans and establishing robust mechanisms for monitoring and tracking progress in line with DLI requirements;
- Develop and implement evidence-based frameworks for student retention and learning acceleration, aligned with project objectives and grounded in field-level realities.
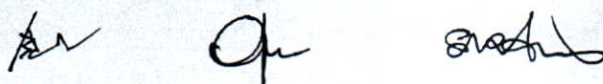
Expected Deliverables:

- Develop Learning Loss recovery strategy including implementation plans and ensure the implementation engaging the individual's key person, where necessary.
- Review and conceptualize Program under LASI and NASS and support to carry out a school based diagnostic assessment of students entering grade-6 in order to measure the readiness for secondary schools and Madrasa and their need for special support through a systematic process of assessing students at grade 6 by the first month of each academic year with the purpose of providing remedial measures to students failing to achieve a minimum level of competency;
- Support the implementation and refinement of the existing formative assessment guidelines developed with NCTB and provide technical assistance to develop complementary guidelines for national assessments, aligned with the competency-based curriculum and learning recovery goals.
- Operational guidelines for the LDRA program.
- Mental health support guidelines, life skills development strategies, and counseling frameworks.
- Reports on student retention and learning acceleration interventions.

C-3   Result Area 2: Improved Teacher Competency

13.   The PMC firm will:

- Support the design and delivery of teacher training programs envisaged under the project which includes, *but not limited to*, basic, subject-based professional development training, blended learning, ICT integration, and life skills training for the teachers and leadership training programs for the head of institutions.
- Develop and implement teacher training modules.
- Provide capacity-building support for school leaders to enhance institutional management.
- Develop teacher readiness assessments and competency standard for blended learning and others.

Expected Deliverables:

- Training materials and modules for teacher training programs envisaged under the project.
- Reports on training sessions conducted, including feedback and impact assessments.
- Teacher readiness assessment tools and competency standards.

C-4   Result Area 3: Improved Secondary Systems and Resilience

14.   The PMC firm will:

- Assist in the implementation of the new curriculum and development of public examination systems.
- Provide technical expertise for upgrading EMIS and ICT infrastructure in secondary schools.
- Design and operationalize online monitoring and teacher performance assessment systems.
- Support institutional capacity building for secondary education agencies.
- Conduct studies on ICT network connectivity in schools and propose improvement models.
- Support to conduct studies on climate resilience and vocational education in secondary education; and develop improvement plans.

Expected Deliverables:

- Guidelines for curriculum implementation and examination reforms.
- Upgraded EMIS framework and ICT infrastructure improvement plans.
- Operational manual for online monitoring and teacher performance assessment.
- Institutional capacity-building plans and training reports.
- ICT connectivity study report and improvement recommendations.

C-5   Cross-Cutting Support Areas

15.   The PMC firm will:

- Ensure gender, environmental, and social safeguards compliance.
- Integrate climate resilience and sustainability into program activities.
- Provide expertise in financial management, procurement, monitoring and evaluation (M&E), and reporting.
- Facilitate stakeholder engagement and capacity-building workshops.

Expected Deliverables:

- Safeguard compliance reports and guidelines.
- Climate resilience integration framework.
- Financial and procurement management tools and reports.
- Stakeholder engagement workshop reports.
- Comprehensive M&E framework and periodic evaluation reports.

D.   Team Composition & Qualification Requirements for the Key Experts (and any other requirements which will be used for evaluating the Key Experts under Data Sheet 21.1 of the ITC)

16. The PMC team will include specialists in teacher training, blended learning, ICT in education, mental health, curriculum development, M&E, procurement, financial management, and safeguards. The consultancy firm will provide a total of 242 person-months input (28 person-months international, 214 person-months national) key person over the project period. The PMC team composition will be as below:

SI No.	Name of the Position National/ International Required Input	Overall Responsibilities	Qualification and Experiences
05	Adolescent Student Program, Mental Health Program, & Student Counselling Specialist National Required Input: 24 PMs	Support the LAISE PIU to implement the Adolescent Student Program, Mental Health Program, & Student Counselling Program.	(i) A master's degree in psychology or counseling or a related field. An additional degree/diploma in the areas of mental health counseling or child and adolescent psychology will be considered as an added qualification. (ii) 8 years of relevant experience in counseling adolescents and young people. (iii) Experience in training and capacity building for teachers and other professionals in mental health counseling. (iv) Having Research paper or developing training manual will be an added advantage.
6	M & E Specialist (National) (Duration: 30 PMs)	Develop and implement M & E plans, frameworks, and systems for the project.	(i) A post-graduate degree in education, social sciences, statistics, or a related field. An additional degree/diploma in the area of 'M & E' or 'education' or any relevant field will be considered as an added qualification. (ii) 10 years of experience in monitoring and evaluation. Experience of Monitoring and Evaluation in the education sector will be preferred. (iii) Demonstrated experience in leading and managing large-scale programs and implementing M&E systems. (iv) Experience in designing and conducting quantitative and qualitative data analysis, surveys, and assessments. (v) Experience in working with government agencies, and development partners. (iv) Experiences on digital monitoring system of education; and National Assessment tools development and report generation.
7	Vocational Education Expert National Required Input: 6 PMs	Provide technical expertise in reviewing vocational pilot programs, developing guidelines, and guiding the implementation of vocational courses in general secondary schools.	(i) A graduate degree in Engineering (any discipline), Technical and Vocational Education, Computer Science, Information Technology, or a related field. A post graduate degree in the relevant field will be considered an added qualification. (ii) 10 years of experience in vocational education and training, including program design and implementation. (iii) Experience in conducting training and capacity-building sessions for teachers and education administrators. iv) Having a research paper in the relevant field will be an added advantage.
8	Procurement Specialist National Required Input: 30 PMs	Support the LAISE PIU to implement the goods/ works/ services packages under the project.	(i) Graduate degree in engineering, public administration, business administration, or related discipline. An MCIPS or any additional degree in procurement or supply chain management or in a relevant field will be an added qualification. (ii) Have 7 years of experience in public or private procurement and in building capacity in procurement.

Sl No.	Name of the Position National/ International Required Input	Overall Responsibilities	Qualification and Experiences
			(iii) Have work experience in government-executed development partner-funded projects as a procurement officer/expert or comparable position.
9	**Financial Management Specialist** **National** Required Input: 30 PMs	Support the LAISE PIU for financial management during the implementation of the project.	(i) A postgraduate degree in finance, accounting, business administration, or a related field. A professionally qualified accountant (CA/ACCA/CPA/CFA/CMA/CIMA) will be preferable. (ii) Have 7 years of relevant work experience in financial management, accounting, or auditing. Experience working with development projects or international organizations is preferred.
10	**Gender and Social Safeguard Specialist** **National** Required Input: 20 PMs	The Gender and Social Development Safeguard Specialist will ensure that the LAISE Project adheres to gender and social safeguard requirements, including addressing Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH). Provide technical guidance, monitoring, and capacity-building support while preparing Gender and Social Development Quarterly Progress Reports.	(i) Master's degree in Gender Studies, Sociology, Social Development, Anthropology, or a related field. (ii) 10 years of relevant experience in gender and social development, preferably in education, development, or donor-funded projects. (iii) Proven experience in addressing SEA/SH, gender equality, and social inclusion in large-scale programs. (iv) Experience in World Bank policies and guidelines on gender and social safeguards. (v) Experience working with grievance redress mechanisms, community engagement, and stakeholder coordination. (vi) Having research paper in the relevant field will be an added advantage.
11	**Environmental Safeguard Specialist** **National** Required Input: 20 PMs	The Environmental Safeguard Specialist will ensure that the LAISE Project complies with the World Bank's environmental safeguard policies, national environmental regulations, and the provisions outlined in the Environmental and Social Commitment Plan (ESCP). Provide technical guidance, capacity building, monitoring, and reporting on	(i) Master's degree in environmental science, Environmental Management, Natural Resource Management, chemistry, civil engineering or a related field. (ii) 10 years of experience in environmental management and safeguards, preferably in education, development, or infrastructure projects. (iii) Proven experience working on World Bank-funded projects or similar donor-supported initiatives. (iv) Familiarity with Bangladesh's environmental policies, regulations, and the education sector. (v) Expertise in environmental risk assessment, monitoring, and reporting. (vi) Proficiency in preparing environmental safeguard documents, including EMF, EARF, and ESCP. (vii) Ability to work collaboratively with government agencies, stakeholders, and field teams.

Sl No.	Name of the Position National/ International Required Input	Overall Responsibilities	Qualification and Experiences
		environmental safeguard measures.	
Non-key Experts			
01	**Subject-based Teacher's Training Specialist (Bangla)** **National** Required Input: 6 PMs)	Provide technical assistance to the project team in developing and implementing the professional development training programs for the Bangla subject teachers including development of training manual for subject based training having 'Lesson Plans' for every Session, key learning and exercises for each session, Assessment Guide covering assessment criteria, pedagogy and method of scoring for every Unit of Competency of the Qualification, Details of training aids to be used for each Session.	(i) A post-graduate degree in Bangla language, literature, or related fields. A Ph.D. or an additional degree/diploma in the areas of 'teacher training', 'Teacher Education' or 'education' or 'Bangla Language or Literature', or any relevant field will be considered as an added qualification. (ii) 10 years of experience in teaching the Bangla language and literature in teacher training college, secondary schools, colleges, or universities. (iii) Experience in designing, implementing, and evaluating teacher training programs.
02	**Subject-based Teacher's Training Specialist (English)** **National** **Required Input:** 6 PMs	Provide technical assistance to the project team in developing and implementing professional development training programs for English subject teachers including development of training manual for subject based training having 'Lesson Plans' for every Session, key learning and exercises for each session, Assessment Guide covering assessment criteria, pedagogy and method of scoring for every Unit of	(i) A post-graduate degree in English language, literature, or related fields. any discipline. A Ph.D. or an additional degree/diploma in the area of 'teacher training' or 'education' or 'English' Language or Literature, or any relevant field will be considered as an added qualification. (ii) 10 years of experience in teaching the English language and literature in secondary schools, colleges, or universities. (iii) Experience in developing teaching-learning or teacher training materials and resources for English language teachers. (iv) Experiences in teacher training college.

Sl No.	Name of the Position National/ International Required Input	Overall Responsibilities	Qualification and Experiences
		Competency of the Qualification, Details of training aids to be used for each Session.	
03	Subject-based Teacher's Training Specialist (Mathematics) National Required Input: 6 PMs	Provide technical assistance to the project team in developing and implementing professional development training programs for mathematics subject teachers including development of training manual for subject based training having 'Lesson Plans' for every Session, key learning and exercises for each session, Assessment Guide covering assessment criteria, pedagogy and method of scoring for every Unit of Competency of the Qualification, Details of training aids to be used for each Session.	(i) A post-graduate degree in Mathematics or related fields. A Ph.D. or an additional degree/diploma in the areas of 'teacher training', 'teacher education' or 'education' or 'Mathematics', or any relevant field will be considered as an added qualification. (ii) 10 years of experience in teaching Mathematics in secondary schools, teacher training colleges, college or universities. (iii) Experience in developing teaching-learning materials, teacher training materials and resources for mathematics teachers.
4	Library Development and Reading Habit Acceleration Specialist National Required Input: 20 PMs	The **LDRA Specialist** will support the LAISE PIU and other project stakeholders to implement and oversee the Library Development and Reading Habit Acceleration Program.	(i) Master's degree in library and information science, Education, English, Social Science, or a related field. (ii) A postgraduate degree or specialized training in library management, educational development, or reading habit promotion will be an added advantage. (iii) 10 years of experience in library management, development, or reading habit acceleration programs, particularly in school and madrasah settings. (iv) Experience in developing and executing training programs for library staff, teachers, and school administrators. (v) Prior experience with World Bank funding or similar international donor-supported projects is preferred.
5	Project Manager (1) National	• Manage and coordinate the logistics and human resources under the PMC.	• Master's degree in any discipline. • 8 years of experience in project management, preferably in education or development projects. • Proven expertise in managing large-scale donor-funded projects.

SI No.	Name of the Position National/ International Required Input	Overall Responsibilities	Qualification and Experiences
	Required Input: 30 PMs	• Liaise with the PIU.	• Familiarity with World Bank procurement and financial management procedures.
06	Finance Manager (1), National Required Input: 30 PMs	• Manage the accounts of PMC and financial budgeting and reporting. • Maintain financial records and prepare financial statements and reports.	• Master's degree in finance, Accounting, Business Administration, or a related field. • 7 years of experience in financial management, preferably in donor-funded projects. • Strong knowledge of financial regulations, audit processes, and procurement policies. • Experience with financial management software and reporting tools.
07	Training Coordinator (No. 2) National Required Input: 30 PMs (each)	Coordinate and support the execution of teacher training programs under the LAISE project.	• Master's degree in any discipline. • Minimum of 5 years of experience in training coordination, preferably in the education sector. • Excellent communication, coordination, and organizational skills.
08	IT Support Coordinator (No. 1) National Required Input: 30 PMs	Manage and maintain IT systems, software, and hardware used by the PMC team.	• Bachelor's/master's degree in information technology, Computer Science, or a related field. • 5 years of experience in IT support, preferably in an educational setting. • Knowledge of IT infrastructure management, network administration, and troubleshooting.
09	Design and Documentation Expert (No. 1) National Required Input: 30 PMs	Create infographics, presentations, and other visual materials as required by the project.	• Bachelor's degree in any discipline. • 5 years of experience in documentation and content design. • Proficiency in graphic design software.
10	Computer Operator (No. 2) National Required Input: 30 PMs (each)	Provide data entry, document processing, and administrative IT support for project operations.	• Bachelor's degree in any discipline. • 3 years of experience in computer operations and IT support. • Knowledge of IT troubleshooting and technical support.

C-6   Reporting Requirements

- Inception Report (within the first two months).

- Regular progress reports (monthly, quarterly, and annual).

- Thematic and technical reports as per the project's needs.

- Final implementation report at the end of the consultancy period.

E.   *Reporting Requirements and Time Schedule for Deliverables*

16.   **The PMC will be required to submit the reports below:**

- Inception Report (within the first two months).

- Regular progress reports (monthly, quarterly, and annual).

- Thematic and technical reports as per the project's needs.

- Final implementation report at the end of the consultancy period.

- The PMC firm will ensure that all deliverables are reviewed and approved by the PIU and the World Bank before submission. The consultancy outputs will directly support achieving the PDOs and ensure the sustainability of program outcomes.

- Minimum five (5) hard copies of the reports will be submitted to the reports will be submitted to the Project Director, LAISE.

- Final reports shall be delivered in *CD ROM/Pen drive/HDD* in addition to the specified number of hard copies.

17.   The PMC firm will ensure that all deliverables are reviewed and approved by the PIU and the World Bank before submission. The consultancy outputs will directly support achieving the PDOs and ensure the sustainability of program outcomes.

F. Client's Input and Counterpart Personnel

18. Services, facilities and property to be made available to the Consultant by the Client:

> **Office Space for the Consultant's accommodation attached to the PIU Office will be the responsibility of the Consultant.**

19.   *Professional and support counterpart personnel to be assigned by the Client to the Consultant's team:*

(i) The client will nominate focal persons of different linked organizations of the project, as available.

- *(i) Relevant project data, reports and maps as available.*

- *(ii) Relevant Education Management related data, as available.*

- *(iii) Access to the DSHE's Project Database.*

- *(iv) Information related to SESDP, SESIP, TQI, EMIS, M&E and e-Learning etc.*

- *(v) Any other required information, as available*

G.   *Environmental and Social Policy*

20.   *Government of Bangladesh and World Bank's environmental, social, health and safety policies will apply to the project.*

Duration of the Assignment:

The duration of the assignment will be **36 Months**

Selection Procedure:

A consultant will be selected following the Quality and Cost Based Selection (QCBS) as set for in the World Bank Procurement Regulations for IPF Borrowers, July 2016, revised November 2020.