

Government of the People's Republic of Bangladesh
Office of the Project Director
Supporting PEDP5 Preparation and Implementation Readiness through Learning
Enhancement and Acceleration in Primary Education (LEAP-BD)
Directorate of Primary Education
Section 2, Mirpur, Dhaka 1216
www.dpe.gov.bd

Memo No. 38.01.0000.145.14.029.2026- 192

Date: September 16, 2026

Notice for Extension of Time
for
Submission of Request for Expressions of Interest (REOI)
Individual Consultant (National)

This is to inform all concerned that the deadline for submission of the Expression of Interest (EOI) in response to the REOI notice issued on August 25, 2026 (Ref. Memo No. 38.01.0000.145.029.2026-174/1), under Package SD-13, **Technical Assistance to Support the Implementation Readiness of the Remedial Education Program under PEDP5**, has been extended until **September 24, 2026, at 14:00 hours**, for the convenience of interested applicants.

All other condition of the REOI will remain unchanged.


16/09/26

(Md. Kamrul Hasan, ndc)
Project Director
Learning Enhancement and Acceleration in Primary Education in Bangladesh
Directorate of Primary Education
Room No. 401 (Level-3)
Section 2, Mirpur, Dhaka 1216, Bangladesh.
Cell No. +8801711-361356
e-mail: leapbddpe@gmail.com

Copy forwarded for kind information and necessary action (Not in order of seniority):

1. Director General, Directorate of Primary Education, Mirpur-2, Dhaka.
2. Additional Director General, PEDP4, Directorate of Primary Education, Mirpur-2, Dhaka.
3. Mr.....

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Memo No. 38.01.0000.145.14.029.2026-174/1 Date: August 25, 2026

Request for Expressions of Interest (REOI)
for
Individual Consultant (National)

Country: Bangladesh

Assignment Title: Technical Assistance to Support the Implementation Readiness of the Remedial Education Program PEDP5.

Grant No. : E-533-BD

Package No.: BD-DPE-GFPP-CS-INDV-SD-13

1. Background

The Government of Bangladesh, through the Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education (MoPME), is preparing the Learning Enhancement and Acceleration in Primary Education in Bangladesh (LEAP-BD) program with support from the World Bank. LEAP-BD is designed to support the forthcoming Fifth Primary Education Development Program (PEDP5) and aims to improve the quality of primary education and strengthen foundational literacy and numeracy (FLN) outcomes for all children.

The program seeks to enhance school readiness, improve teacher effectiveness, and strengthen system performance across the primary education cycle, from pre-primary through Grade 5. To support program preparation and implementation readiness, the Government of Bangladesh has secured a Grant Facility for Project Preparation (GFPP) from the World Bank.

A key component of the GFPP (part 2) focuses on improving implementation support for readiness. Under Part 2 (a), is to ensure that all children achieve essential skills through age appropriate interventions. Timely implementation of the Remedial Education can support to guide learning recovery and acceleration interventions for students performing below grade-level expectations in literacy and numeracy.

Evidence from national assessments and sector studies indicates that a significant proportion of primary school learners are not achieving expected foundational competencies. These learning gaps adversely affect future learning progression and educational attainment, highlighting the need for systematic, evidence-based, and scalable remedial education interventions.

To ensure timely implementation readiness, DPE seeks technical assistance to refine and strengthen the **Remedial Education Framework (REF)** and **Remedial Education Package (REP)** during the first year of implementation. The consultant will provide targeted inputs to align these instruments with PEDP5 priorities, curriculum standards established by the National Curriculum and Textbook Board (NCTB), and international evidence and best practices. The revised REF and REP will serve as the foundation for school-level planning, teacher capacity building, diagnostic tools, and community engagement strategies to accelerate learning recovery and promote equity across Bangladesh.

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2. Objectives of the Assignment

Overall Objective

To provide technical expertise that ensures the REF and REP are robust, evidence-based, scalable, and equity-focused, thereby enabling effective nationwide rollout of remedial education under PEDP5.

Specific Objectives:

The consultant shall bring expertise and provide support to DPE to:

1. **Enhance REF** by providing technical support to strengthen its relevance, scalability, and equity focus, with clear guidelines for school-level planning, phased rollout, teacher support, and community engagement based on evidence and national and international experience.
2. **Strengthen REP** by advising on revising/updating the instructional materials, lesson structures, diagnostic tools, and teacher training modules, ensuring alignment with the enhanced REF for grades 4 & 5 and NCTB curriculum standards.
3. **Assist and provide inputs based on experience and evidences to develop a comprehensive remedial education model** that enables early identification of learning gaps and delivery of targeted, adaptive, and effective remediation interventions.
4. **Assist and provide inputs based on experience and evidences to integrate equity measures** to ensure effective support for disadvantaged, marginalized, and vulnerable learners.
5. Review and update the framework with indicators, tools, and feedback loops to track student progress, teacher performance, and institutional readiness, aligned with PEDP5's Results Framework.

3. Scope of Work

The consultant will undertake, but not be limited to, the following tasks:

- 3.1 Evidence Review and Situational Analysis Review relevant national education policies, strategies, curriculum frameworks, assessment systems, and sector planning documents.
- Review the existing approved REF, REP and assessment report under PEDP4 piloting and identify areas requiring enhancement and revision.
- Examine international evidence, research, and best practices related to learning recovery, remedial education, accelerated learning, and foundational learning interventions, including Teaching at the Right Level (TaRL) and other proven approaches.
- Analyze available data from National Student Assessments (NSA), Education Management Information Systems (EMIS), and relevant studies and datasets to identify patterns of learning loss and learning gaps in literacy and numeracy.
- Field visits to observe and advise piloting schools to systematically identify successful practices, document implementation challenges, and document lessons learned for informing the nationwide rollout of remedial education.
- Prepare a comprehensive report summarizing key findings and recommendations.

3.2 Technical inputs to REF enhancement

- Provide technical inputs to further strengthen the REF by:
 - Design school level planning guidelines to support remedial education implementation across diverse educational and local contexts.
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- Prepare phased implementation roadmap for scaling remedial education nationwide, incorporating equity and inclusion measures to effectively support disadvantaged, marginalized, and vulnerable learners.
- Map institutional capacity gaps at school, upazila, district, divisional, and national levels to inform readiness planning.
- Define institutional roles and responsibilities across all administrative tiers to ensure clarity and accountability in implementation.
- Develop capacity-building and CPD strategy for teachers and education personnel, including continuous professional development and mentoring support.
- Recommend implementation support mechanisms, supervision arrangements, and quality assurance processes to strengthen delivery.
- Prepare community engagement guideline to enhance parental and community participation in remedial education.
- Integrate risk mitigation strategies to address potential implementation challenges and ensure sustainability.
- Conduct stakeholder workshop to present and share the draft REF and associated guidelines with DPE, development partners, and key stakeholders, gather feedback, and incorporate inputs into the final framework.

3.3 Technical inputs to REP enhancement

- Provide technical inputs to strengthen the REP based on the revised REF, including lesson structures, instructional guidance, and learning support materials, diagnostic tools etc..
- Ensure alignment with NCTB curriculum standards and national education priorities.
- Review the teacher training manual based on the reviewed REF and REP.
- Consult the REP through stakeholder workshops — at least three workshops will be conducted with DPE, NCTB, NAPE, development partners, and school representatives to review, validate, and refine the REP before finalization.

3.4 Monitoring, Evaluation, and Learning (MEL)

- Develop indicators to measure student progress, teacher performance, and institutional readiness.
- Propose data collection tools and reporting mechanisms.
- Establish feedback loops for continuous improvement.
- Recommend integration with PEDP5's Results Framework.

3.5 Stakeholder Consultation and Validation

- Organize consultations for sharing REF and REP with DPE, development partners, NGOs, and school representatives.
- Present findings, proposed roadmap, and monitoring framework.
- Facilitate consensus-building and secure stakeholder endorsement.
- Incorporate feedback into the final REF and REP.

3.6 Costing and Sustainability

- Prepare indicative cost estimates for REF and REP implementation.
 - Identify key cost drivers and resource requirements for scaling.
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4. Qualifications and Experience

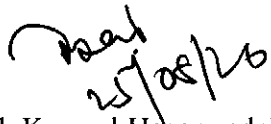
The consultant shall possess the following minimum qualifications:

- Master's degree or higher in Education, Curriculum Development, Educational Planning, Assessment, International Development, or a related field.
- At least 8 years of professional experience in Education, Education Management with focus on Foundational learning and Curriculum development, and/or Learning assessment, and/or remedial education, learning recovery, or education system reform.
- Proven experience of working with in the government institutions and development partners as experts of the relevant fields.
- Prior experience with World Bank, UNICEF, FCDO, UNESCO, or similar organizations will be considered a preference.
- Excellent analytical, facilitation, stakeholder engagement, and technical writing skills.
- Demonstrated ability to prepare high-quality policy papers, frameworks, strategic plans, and technical reports.

5. The Directorate of Primary Education represented by the Project Director, Learning Enhancement and Acceleration in Primary Education (LEAP-BD) now invites eligible Applicants to indicate their interests to in providing the services. Interest Applicants should provide information demonstrating that they have the required qualifications and relevant experience to perform the services. The applicants are requested to submit application along with forwarding letter and CV.

6. A Consultant will be selected following the Selection of Individual Consultants Method (Limited Competitive Selection of Individual Consultant) as set forth the World Bank's "Procurement Regulation for IPF Borrowers (current edition, as emended from time to time)".
7. Further information can be obtained at the office of the under signed during office hours i.e. 9.00 to 16.00 hours (Local time) on all working days up to September 06, 2026.
8. Expressions of interest must be delivered in a written form to the address below (in person, or by mail or by e-mail) by 14.00 hours of **September 07, 2026**.
9. The detailed Terms of Reference (TOR) for the assignment are attached to this request for expressions of interest.

Enclosure: Terms of Reference 6 (six) pages.


(Md. Kamrul Hasan, ndc)

Project Director

Learning Enhancement and Acceleration in Primary Education in Bangladesh

Directorate of Primary Education

Room No. 13 (Level-9)

Section 2, Mirpur, Dhaka 1216, Bangladesh.

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TERMS OF REFERENCE

for

Technical Assistance to Support the Implementation Readiness of the Remedial Education Program PEDP5

Type of Service: Individual Consultant (National)

Project: Learning Enhancement and Acceleration in Primary Education in Bangladesh (LEAP-BD)

Grant No.: E-533-BD

Package No.: BD-DPE-527864-CS-INDV-SD-13

Expected Start Date: As per REOI

Assignment Duration: 4 (four) Man-Months

1. Background

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To ensure timely implementation readiness, DPE seeks technical assistance to refine and strengthen the **Remedial Education Framework (REF)** and **Remedial Education Package (REP)** during **the first year of implementation**. The consultant will provide targeted inputs to align these instruments with PEDP5 priorities, curriculum standards established by the National Curriculum and Textbook Board (NCTB), and international evidence and best practices. The revised REF and REP will serve as the foundation for school-level planning, teacher capacity building, diagnostic tools,

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ড. আবদুল আলীম
উপপরিচালক (চলতি দায়িত্ব)
প্রশিক্ষণ বিভাগ

and community engagement strategies to accelerate learning recovery and promote equity across Bangladesh.

2. Objectives of the Assignment

Overall Objective

To provide technical expertise that ensures the REF and REP are robust, evidence-based, scalable, and equity-focused, thereby enabling effective nationwide rollout of remedial education under PEDP5.

Specific Objectives

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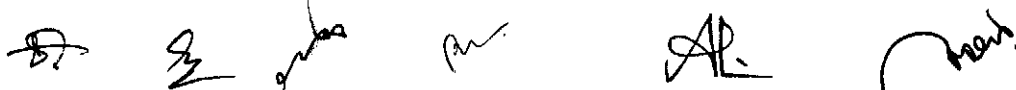
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5. review and update the framework with indicators, tools, and feedback loops to track student progress, teacher performance, and institutional readiness, aligned with PEDP5's Results Framework.

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- Field visits to observe and advise piloting schools to systematically identify successful practices, document implementation challenges, and document lessons learned for informing the nationwide rollout of remedial education.
- Prepare a comprehensive report summarizing key findings and recommendations.

3.2 Technical inputs to REF enhancement

- Provide technical inputs to further strengthen the REF by:
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3.4 Monitoring, Evaluation, and Learning (MEL)

- Develop indicators to measure student progress, teacher performance, and institutional readiness.
- Propose data collection tools and reporting mechanisms.
- Establish feedback loops for continuous improvement.
- Recommend integration with PEDP5's Results Framework.

3.5 Stakeholder Consultation and Validation

- Organize consultations for sharing REF and REP with DPE, development partners, NGOs, and school representatives.
- Present findings, proposed roadmap, and monitoring framework.
- Facilitate consensus-building and secure stakeholder endorsement.
- Incorporate feedback into the final REF and REP.

3.6 Costing and Sustainability

- Prepare indicative cost estimates for REF and REP implementation.
 - Identify key cost drivers and resource requirements for scaling.
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- A **costing and sustainability plan** integrated into PEDP5 readiness.

4. Deliverables

The consultant shall submit the following deliverables:

Deliverable	Timeline	Payment %
Inception Report, including detailed methodology, work plan, consultation plan, stakeholder engagement approach, field visit plan, and proposed framework for validation of REF and REP	Within 2 weeks of contract signing	10%
Situational Analysis and Evidence Review Report, including review of existing REF and REP, assessment of implementation gaps, stakeholder consultations, baseline findings, and recommendations for strengthening both frameworks	Within 4 weeks	20%
Strengthened REF Package, including validated REF framework, school-level planning guidelines, phased rollout roadmap, institutional roles and responsibilities, headteacher capacity-building plan, community engagement strategy, monitoring and evaluation arrangements, and costing and sustainability analysis	Within 8 weeks	30%

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Strengthened REP Package and Final Consolidated Report, including validated REP framework, NCTB-aligned learning support materials, integration with strengthened REF, incorporation of stakeholder feedback, final implementation roadmap, M&E framework, costing and sustainability considerations, and submission of all final deliverables after validation workshops	Within 14 weeks	40%
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5. Duration of Assignment

The duration of the assignment shall be four (4) man-months from the date of contract signing.

6. Qualifications and Experience

The consultant shall possess the following minimum qualifications:

- Master's degree or higher in Education, Curriculum Development, Educational Planning, Assessment, International Development, or a related field.
- At least 8 years of professional experience in Education, Education Management with focus on Foundational learning and Curriculum development, and/or Learning assessment, and/or remedial education, learning recovery, or education system reform.
- Proven experience of working with in the government institutions and development partners as experts of the relevant fields.
- Prior experience with World Bank, UNICEF, FCDO, UNESCO, or similar organizations will be considered a preference.
- Excellent analytical, facilitation, stakeholder engagement, and technical writing skills.
- Demonstrated ability to prepare high-quality policy papers, frameworks, strategic plans, and technical reports.

7. Reporting and Coordination

The consultant shall report directly to the Project Director, LEAP-BD, or an authorized representative designated by DPE.

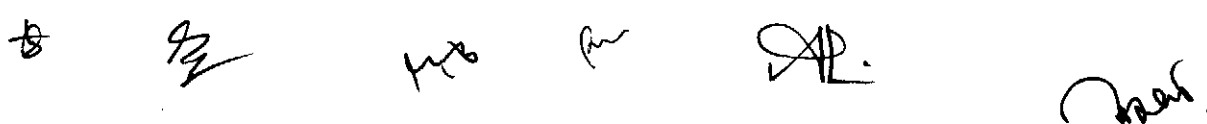
The consultant will work closely with:

- Relevant divisions of DPE;
- Ministry of Primary and Mass Education (MoPME);
- Technical Working Groups;
- Development Partners;
- Other stakeholders as required.

8. Quality Assurance and Review

All deliverables shall be reviewed by a Technical Review Committee designated by DPE.

The consultant shall incorporate comments and recommendations received from:



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- Ministry of Primary and Mass Education (MoPME);
- Directorate of Primary Education (DPE);
- World Bank technical teams;
- UNICEF and other development partners;
- Relevant technical stakeholders.

Final approval of all deliverables shall rest with DPE.

9. Application Requirements

Interested candidates shall submit:

- Technical Proposal, including understanding of the assignment, methodology, work plan, and timeline;
- Updated Curriculum Vitae (CV);
- Samples of relevant assignments and publications;
- Contact details of at least two professional referees.

10. Selection Method

The consultant will be selected in accordance with the World Bank Procurement Regulations for IPF Borrowers and the Selection of Individual Consultants method.

11. Duty Station and Place of Work

The consultant will primarily work close coordination with DPE and relevant stakeholders. Travel within Bangladesh may be required for consultations, validation workshops, and field visits.

12. Logistics and Administrative Support

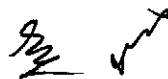
DPE will provide reasonable office space, access to relevant documents, stakeholder coordination support, and logistical assistance (Except Laptop) during official missions conducted within Bangladesh.

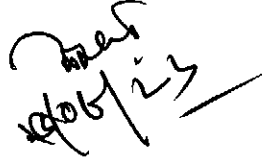
13. Payment Schedule

Payments shall be made upon submission and acceptance of agreed deliverables in accordance with the contract terms and conditions. The payment schedule will be finalized during contract negotiations.

14. Ownership of Deliverables

All reports, frameworks, tools, datasets, training materials, and other outputs produced under this assignment shall remain the sole property of the Directorate of Primary Education (DPE). The consultant shall not publish, reproduce, or distribute any outputs without prior written approval from DPE.

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