

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. 38.01.0000.145.14.030.2026-193

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. 38.01.0000.145.030.2026-174/2), under Package SD-14, **Technical assistance to support the implementation readiness of the school governance and leadership for 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.



(Md. Kamrul Hasan, ndc)
Project Director
Learning Enhancement and Acceleration in Primary Education in Bangladesh
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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. 38.01.0000.145.14.030.2026-174/2 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 school governance and leadership for PEDP5

Grant No. : E-533-BD

Package No.: BD-DPE-GFPP-CS-INDV-SD-14

1. Background

The World Bank-supported Learning Enhancement and Acceleration in Primary Education in Bangladesh (LEAP-BD) Program is being designed to support Bangladesh's forthcoming Fifth Primary Education Development Program (PEDP5). The program aims to improve the quality of primary education and strengthen foundational literacy and numeracy (FLN) outcomes by enhancing school readiness, teacher effectiveness, and overall system performance from pre-primary through Grade 5.

To support program preparation, the Government of Bangladesh has secured a Grant Facility for Project Preparation (GFPP) from the World Bank. The facility will provide technical assistance and capacity-building support to strengthen program design, implementation readiness, and institutional capacity for effective delivery of LEAP-BD.

A key component of the GFPP (Part 2) is improving implementation readiness. Within part 2(a), a focus is fostering active parental and community engagement to support student success. This will be achieved by strengthening school leadership and management systems, recognizing that effective school leadership is a critical driver of teacher performance, school climate, student engagement, and learning outcomes. As Bangladesh advances education reforms under PEDP5, there is a growing need to equip head teachers and school leaders with the skills required to lead teaching and learning improvement, manage school operations effectively, and promote inclusive and equitable education.

PEDP5 will strengthen schools by developing and adopting a national School Leadership Framework, building the capacity of headteachers, and expanding full-time headteacher coverage. The SLF will define clear roles across five domains: vision, instructional leadership, management, community engagement, and accountability. It will standardize expectations for classroom observation, feedback, remedial education, and school governance, ensuring consistency and quality in leadership. Headteachers will be released from other duties to focus exclusively on instructional leadership, improving teaching, learning, and foundational literacy and numeracy outcomes while enhancing accountability and resilience to climate hazards.

This consultancy will therefore provide technical inputs to refine governance and leadership standards, strengthen instructional supervision practices, and embed on accountability and

resilience measures. This will ensure that schools are equipped with the leadership capacity needed to deliver improved teaching, learning, and equity outcomes under PEDP5.

2. Purpose of the Assignment

The consultancy will provide targeted technical assistance to strengthen school governance and instructional leadership readiness under PEDP5. It will focus on analyzing existing policies and practices, identifying gaps and opportunities, embedding accountability and equity measures, and preparing actionable guidance for leadership recruitment, professional development, instructional supervision, and monitoring mechanisms. The assignment will assist and guide DPE to ensure that schools are equipped with effective governance and leadership standards to improve teaching, learning, and foundational literacy and numeracy outcomes, while reinforcing community engagement.

3. Objectives

The consultant will assist and advise DPE to:

1. Review existing national policies, standards, and regulations related to school leadership and management.
2. Analyze international best practices and evidence and frameworks to identify effective models of school leadership.
3. Provide technical inputs to establish standardized roles, competencies, and performance expectations for headteachers as school leaders. Prepare system-wide guidelines to strengthen school governance, and instructional leadership and accountability.
4. Facilitate stakeholder consultations to ensure relevance, ownership, and applicability of the framework.
5. Provide actionable recommendations for rollout, including capacity development, monitoring mechanisms, and instructional supervision protocols.

4. Scope of Work

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

Task 1: Desk Review and Situational Analysis

- Review national education policies, school management guidelines, leadership standards, teacher standard and relevant reform initiatives.
- Conduct a comparative review of international and regional school leadership frameworks to identify effective practice.
- Identify strengths, gaps, and opportunities in the current school leadership system to inform framework design.

Task 2: Stakeholder Consultation

- Design a consultation plan.
- Conduct consultations with key stakeholders, including:
 - Ministry officials;
 - DPE officials
 - District and local education authorities;
 - School principals and head teachers;
 - Teacher representatives;
 - Development partners and education experts.

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- Document stakeholder perspectives to ensure the SLF reflects national priorities, ownership, and practical applicability.

Task 3: Technical inputs for School Leadership Framework strengthening

Provide technical inputs to define roles, competencies, and performance expectations for headteachers and school leaders.

- Prepare systemwide guidelines for governance, instructional supervision, classroom observation, feedback, and accountability.
- Embed principles of equity, inclusion, and child-centered leadership into governance structures
- Produce implementation recommendations, including capacity development and monitoring mechanisms and instructional supervision including system-wide guidelines for governance, instructional leadership, and accountability.

Task 4: Validation and Refinement

- Share draft governance and leadership guidelines with stakeholders through workshops and consultations.
- Incorporate stakeholder feedback to finalize readiness instruments.

Task 5: Implementation Guidance

- Prepare actionable recommendations for leadership recruitment, professional development, certification, and career progression.
- Define monitoring and evaluation mechanisms, including performance appraisal and data-driven accountability.
- Provide guidance on capacity development, climate risk management, and continuity of instruction protocols to strengthen resilience at the school level.

5. Qualifications and Experience

The consultant should possess:

Education

- Advanced university degree (Master's or higher) in Education, Educational Leadership, Education Policy, Public Administration, or a related field.

Experience

- At least eight (8) years of relevant professional experience in the education sector, including demonstrated knowledge and experience of Bangladesh's education system
- Demonstrated experience in developing competency frameworks and/or leadership standards and/or education policy documents.
- Experience working with government education systems and development partners as technical experts.
- Strong understanding of school leadership, educational management, and instructional leadership.
- Experience of facilitating stakeholder consultations and validation workshops.

6. 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.

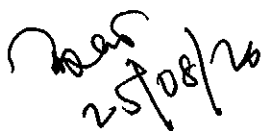
7. A Consultant will be selected following the Selection of Individual Consultants Method (Limited Competitive Selection of Individual Consultant) as set forth the World Bank's "Procurement Regulation for IPF Borrowers (current edition, as emended from time to time)".

8. 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.

9. 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**.

10. 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.


25/08/26

(Md. Kamrul Hasan, ndc)
Project Director
Learning Enhancement and Acceleration in Primary Education in Bangladesh
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TERMS OF REFERENCE (TOR)

Technical assistance to support the implementation readiness of the school governance and leadership for PEDP5

Type of consultant: Individual Consultant (National)

Grant No. E-533 BD

Package Number: BD-DPE-527864-CS-INDV-SD-14

Assignment Duration: 3 (three) Man-Months

1. Project Background

The World Bank-supported Learning Enhancement and Acceleration in Primary Education in Bangladesh (LEAP-BD) Program is being designed to support Bangladesh's forthcoming Fifth Primary Education Development Program (PEDP5). The program aims to improve the quality of primary education and strengthen foundational literacy and numeracy (FLN) outcomes by enhancing school readiness, teacher effectiveness, and overall system performance from pre-primary through Grade 5.

To support program preparation, the Government of Bangladesh has secured a Grant Facility for Project Preparation (GFPP) from the World Bank. The facility will provide technical assistance and capacity-building support to strengthen program design, implementation readiness, and institutional capacity for effective delivery of LEAP-BD.

A key component of the GFPP (Part 2) is improving implementation readiness. Within part 2(a), a focus is fostering active parental and community engagement to support student success. This will be achieved by strengthening school leadership and management systems, recognizing that effective school leadership is a critical driver of teacher performance, school climate, student engagement, and learning outcomes. As Bangladesh advances education reforms under PEDP5, there is a growing need to equip head teachers and school leaders with the skills required to lead teaching and learning improvement, manage school operations effectively, and promote inclusive and equitable education.

PEDP5 will strengthen schools by developing and adopting a national School Leadership Framework, building the capacity of headteachers, and expanding full-time headteacher coverage. The SLF will define clear roles across five domains: vision, instructional leadership, management, community engagement, and accountability. It will standardize expectations for classroom observation, feedback, remedial education, and school governance, ensuring consistency and quality in leadership. Headteachers will be released from other duties to focus exclusively on instructional leadership, improving teaching, learning, and foundational literacy and numeracy outcomes while enhancing accountability and resilience to climate hazards.



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প্রশিক্ষণ বিভাগ

This consultancy will therefore provide technical inputs to refine governance and leadership standards, strengthen instructional supervision practices, and embed on accountability and resilience measures. This will ensure that schools are equipped with the leadership capacity needed to deliver improved teaching, learning, and equity outcomes under PEDP5.

2. Purpose of the Assignment

The consultancy will provide targeted technical assistance to strengthen school governance and instructional leadership readiness under PEDP5. It will focus on analyzing existing policies and practices, identifying gaps and opportunities, embedding accountability and equity measures, and preparing actionable guidance for leadership recruitment, professional development, instructional supervision, and monitoring mechanisms. The assignment will assist and guide DPE to ensure that schools are equipped with effective governance and leadership standards to improve teaching, learning, and foundational literacy and numeracy outcomes, while reinforcing community engagement.

3. Objectives

The consultant will assist and advise DPE to:

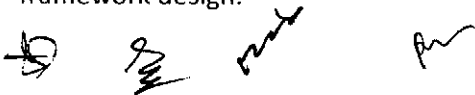
1. Review existing national policies, standards, and regulations related to school leadership and management.
2. Analyze international best practices and evidence and frameworks to identify effective models of school leadership.
3. Provide technical inputs to establish standardized roles, competencies, and performance expectations for head teachers as school leaders. Prepare system-wide guidelines to strengthen school governance, and instructional leadership and accountability.
4. Facilitate stakeholder consultations to ensure relevance, ownership, and applicability of the framework.
5. Provide actionable recommendations for rollout, including capacity development, monitoring mechanisms, and instructional supervision protocols.

4. Scope of Work

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

Task 1: Desk Review and Situational Analysis

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Task 2: Stakeholder Consultation

- Design a consultation plan.
- Conduct consultations with key stakeholders, including:
 - Ministry officials;
 - DPE officials
 - District and local education authorities;
 - School principals and head teachers;
 - Teacher representatives;
 - Development partners and education experts.
- Document stakeholder perspectives to ensure the SLF reflects national priorities, ownership, and practical applicability.

Task 3: Technical inputs for School Leadership Framework strengthening

Provide technical inputs to define roles, competencies, and performance expectations for head teachers and school leaders.

- Prepare system wide guidelines for governance, instructional supervision, classroom observation, feedback, and accountability.
- Embed principles of equity, inclusion, and child-centered leadership into governance structures
- Produce implementation recommendations, including capacity development and monitoring mechanisms and instructional supervision including system-wide guidelines for governance, instructional leadership, and accountability.

Task 4: Validation and Refinement

- Share draft governance and leadership guidelines with stakeholders through workshops and consultations.
- Incorporate stakeholder feedback to finalize readiness instruments.

Task 5: Implementation Guidance

- Prepare actionable recommendations for leadership recruitment, professional development, certification, and career progression.
- Define monitoring and evaluation mechanisms, including performance appraisal and data-driven accountability.
- Provide guidance on capacity development, climate risk management, and continuity of instruction protocols to strengthen resilience at the school level.

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5. Expected Deliverables

Deliverable	Description	Timeline	Payment %
Inception Report	Detailed methodology, work plan, consultation strategy, and timeline	Week 1	10
Situational Analysis Report	Findings from desk review and stakeholder consultations	Week 3	20
Draft Governance & Leadership Guidelines	Initial set of system-wide guidelines for governance, instructional supervision, classroom observation, feedback, accountability, and equity measures	Week 8	30
Validation Workshop Report	Summary of consultation and validation feedback	Week 9	20
Final Implementation Guidance Note	Consolidated guidance on leadership recruitment, professional development, monitoring mechanisms, accountability, and resilience protocols	Week 11	20

6. Methodology

The consultant is expected to apply a participatory and evidence-based approach, including:

- Document and policy review;
- Benchmarking against international good practices;
- Key informant interviews and focus group discussions;
- Stakeholder consultations and validation workshops;
- Iterative drafting and review processes.

7. Duration of Assignment

The duration of the assignment shall be three (3) man-months from the date of contract signing.

8. Reporting Arrangements

The consultant will report to the Project Director LEAP- BD or designated by the implementing agency. The consultant will work in close coordination with Project Coordinator, relevant division of DPE government counterparts, technical working groups, and development partners as required.





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9. Required Qualifications and Experience

The consultant should possess:

Education

- Advanced university degree (Master's or higher) in Education, Educational Leadership, Education Policy, Public Administration, or a related field.

Experience

- At least eight (8) years of relevant professional experience in the education sector, including demonstrated knowledge and experience of Bangladesh's education system
- Demonstrated experience in developing competency frameworks and/or leadership standards and/or education policy documents.
- Experience working with government education systems and development partners as technical experts.
- Strong understanding of school leadership, educational management, and instructional leadership.
- Experience of facilitating stakeholder consultations and validation workshops.

Required Skills

- Excellent analytical and report-writing skills.
- Strong facilitation and stakeholder engagement skills.
- Ability to synthesize international evidence and adapt it in to local contexts.

10. Ownership of Outputs

All reports, frameworks, tools, data, and materials produced under this assignment shall become the property of Project Director LEAP- BD. The consultant may not publish or distribute any outputs without prior written authorization.

11. 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.


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12. 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.

13. 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.

14. 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.

15. 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.

16. 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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