

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
(WB Loan No. 74120- BD)
Terms of Reference (ToR)

[Package number: SD-9]

Assignment Title: Development of Quality E-Contents, Central Model Classes, and Central Repository of eLearning Materials (ReLM)

A. Background

Background and Project Brief of the LAISE Project

01. The Learning Acceleration in Secondary Education (LAISE) Project is a five-year initiative (October 2023–September 2028) led by the Secondary and Higher Education Division (SHED) and implemented by the Directorate of Secondary and Higher Education (DSHE). Supported by the World Bank, LAISE responds to Bangladesh's progress in education and the ongoing challenges of quality, equity, and resilience, particularly after the learning setbacks caused by the COVID-19 pandemic.

02. Building on previous efforts like Secondary Education Development Program (SEDP), Secondary Education Quality and Access Enhancement Project (SEQAEP), Teaching Quality Improvement in Secondary Education (TQI-SEP), and Secondary Education Sector Investment Program (SESIP), LAISE aims to modernize secondary education through ICT integration, blended learning, and skills development aligned with the Fourth Industrial Revolution (4IR). It supports national strategies including the 8th Five-Year Plan, National Education Policy, ICT in Education Master Plan, and SDG4 targets for quality education to prepare students for a knowledge-based economy. By leveraging ICT in education, the LAISE Project aims to address learning losses, prepare students for the Fourth Industrial Revolution (4IR), and ensure that education remains relevant to future job markets. This transformative vision positions the LAISE Project as a critical intervention for advancing Bangladesh's human capital development and achieving its long-term socioeconomic goals.

03. Learning Acceleration in Secondary Education (LAISE) is a World Bank-aided hybrid project comprising of a Program-For-Results (PforR) component of \$280 million allocated across 8 Disbursement Linked Indicators (DLIs), and a Technical Assistance (TA) component 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 Secondary Education Project (SEP). DHSE intends to apply a portion of the said credit to engage a firm ("Consultants") for providing consultancy services for Development of Quality E-Contents, Central Model Classes, and Central Repository of eLearning Materials (ReLM).

04. The Program Development Objective (PDO) is to improve student learning and retention and build system resilience in secondary education. There are four PDO indicators:



- PDO 1: Students meeting basic proficiency in Grade 8 in Maths and Bangla increases respectively to 65% and 90% in 2028 (Baseline 28.70 and 66.30: BES 2021)
- PDO 2: Secondary level Grade 10 (of those started in Grade 6) retention rate increased to 74 % in 2028 (Baseline 2021, 72% - BES 2021)
- PDO 3: At least 40% secondary students actively using blended learning programs by 2028.
- PDO 4: Students in targeted schools (at least 45,000) exhibiting improved climate change mindsets increase at least 30% by 2028 over baseline (to be determined).

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

1. Result Area 1: Student support for improved learning, retention, and resilience
2. Result Area 2: Improved teacher competency
3. Result Area 3: Improved secondary systems and resilience

06. The above results are divided into multiple sub-results. Result Area 1 is focused on student support for improved learning and retention, and its sub-results include learning loss recovery, national assessment of secondary students, formative assessment for improved learning, library development and reading acceleration, supporting adolescent student program, mental health program and student counseling, and supporting student retention and learning acceleration. Result Area 2 focuses on improving teacher effectiveness, with sub-results that include developing teacher support systems, teachers' capacity development, enhancing the leadership capacity of secondary institutions heads, and teachers' readiness for blended learning. Result Area 3 aims to improve secondary education systems, and its sub-results include supporting enhancing IT infrastructure and connectivity, online monitoring and assessment of teachers' performance, inclusive education, climate education, and strengthening the capacity of secondary education agencies. The project is funded by the World Bank and will focus on teacher development, promoting blended learning, and institutional capacity building.

07. A Project Implementation Unit (PIU) has been established by the DSHE, SHED, 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.

08. Result Area 2 of LAISE emphasizes Improved Teacher Competency, with a specific focus on developing teacher support systems through the creation of digital learning materials, central model classes, and an enhanced Central Repository of eLearning Materials (ReLM). This initiative is aligned with the National Education Policy, the Secondary Teacher Development Strategy (STDS) 2019, the Master Plan for ICT in Education, and the 8th Five-Year Plan targets for digital and blended learning.

B. Objectives of the Assignment

09. The overall objective of this assignment is to support LAISE/DSHE/SHED/MoE in strengthening teacher competency and digital learning ecosystems through the following:

1. Development of curriculum-linked eLearning materials for grades 6–10 in key subjects (Bangla, English, Mathematics, Social Science, and Science). To ensure all e-contents



follow national learning outcomes and pedagogical standards as defined by NCTB and DSHE.

2. Recording and dissemination of central model classes delivered by renowned teachers, aligned with the national curriculum. Develop structured digital lesson plans, scripts, and instructional sequences (Story board) to ensure consistent, high-quality classroom delivery.
3. Systematic organization and enhancement of the Central Repository of eLearning Materials (ReLM) for user-friendly access by teachers, students, parents and relevant stakeholders.
4. Capacity building of teachers and stakeholders to effectively use e-content with IEP and the ReLM system for blended learning.
5. Establishment of Quality Assurance and Sustainability Procedure To ensure comprehensive quality control through technical review, pedagogical validation, and accessibility testing.

C. Scope of Work

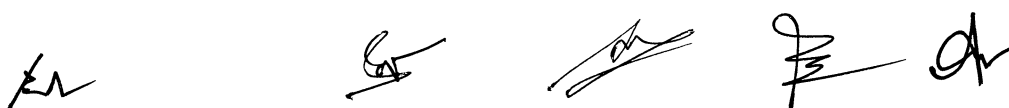
10. The Consultants will be responsible for:

a. Content Development

- Design and develop at least 1,000 high-quality, curriculum-linked e-contents for grades VI–X, covering Bangla, English, Mathematics, Social Science, and Science subjects. These will be micro-learning contents that are short, engaging, and fully aligned with the national curriculum and competency-based pedagogy. Each subject will include approximately 40–50 contents.
- Each micro-content will be a 3–5-minute high-quality instructional video incorporating animations, custom illustrations, motion graphics, AI-generated contextual images, Self-assessment tools and quizzes, and professional voice-over narration. The visual composition of every content will follow a high-definition production standard ensuring clarity, engagement, and pedagogical effectiveness. Video Resolution: min. Full HD 1080p (1920×1080). Frame Rate: 25 fps, Aspect Ratio: 16:9, Video Codec: H.264.
- Accomplish need analysis (studies/workshops/seminars) to create priority lists of class-wise and subject-based demanded e-contents.
- Ensure alignment with the learning outcomes as outlined in the curriculum and classroom pedagogy. All deliverables shall integrate gender-responsive pedagogy and universal design principles to ensure accessibility for girls, students with disabilities, and marginalized learners

b. Central Model Classes

- The Consultants shall identify highly experienced subject experts/teachers for Bangla, English, Mathematics, Social Science, and Science, and develop structured scripts for their lessons. Based on these scripts, the Consultants will professionally record at least 150 high-quality central model classes using the e-contents developed by this project ensuring clear explanations, effective pedagogy, and consistent delivery across all subjects.

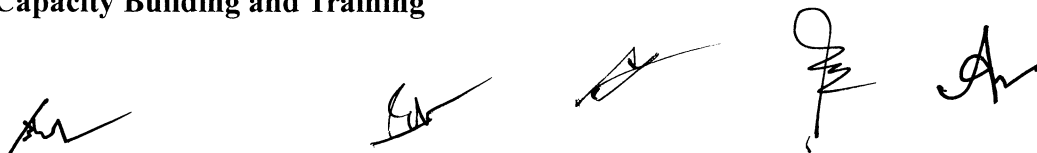


- Each model class must be produced following a well-defined lesson plan that aligns with the national curriculum. The recorded lessons should include clear teacher presentations supported by essential visual elements such as animations, illustrations, and motion graphics to enhance learner understanding with or without simulation with real-time students' presence to make the content interactive. All videos must maintain high audio-visual quality and follow a standard instructional format.
- All approved central model classes shall be properly organized, tagged, and uploaded to the ReLM system. The Consultants must ensure that every recorded lesson is easily accessible, searchable, and ready for use by teachers, students, and other users through the online repository

c. Central Repository (ReLM) Enhancement

- The Consultants Shall Design and Develop a ReLM platform to ensure efficient storage, search ability, categorization, and retrieval of e-contents which will be hosted in the web platforms of DSHE, NCTB and other platforms to be determined by the LAISE / DSHE / Government.
- Conduct primary and secondary research to define detailed user personas for teachers, students, parents, and administrators, documenting their goals, pain points, and technical proficiency.
- Conduct iterative usability testing sessions with actual users from all defined personas at various stages of development to validate the design and gather feedback for continuous refinement.
- The ReLM platform must provide simple, user-friendly access for teachers, students, and parents through web and mobile platforms.
- The ReLM system shall be cloud-based, scalable, and integrated with blended learning initiatives to ensure smooth performance, easy updates, and nationwide accessibility.
- Create functionality to assist administrators in automatically or semi-automatically classifying and tagging new e-content to improve searchability and organization.
- Develop a well-documented set of APIs (Application Programming Interfaces) to facilitate future integration with emerging educational technologies, Learning Management Systems (LMS), and other government/third-party platforms.
- Deliver comprehensive, up-to-date technical documentation (code base, architecture, deployment guides) and provide necessary knowledge transfer and technical training to designated personnel for support and system administration.
- DSHE/Government shall own the full, non-exclusive, perpetual, worldwide, transferable, and royalty-free rights to the developed Source Code, including all design files, documentation, and customizations. The Consultants shall provide the full, commented code based upon project closure.

d. Capacity Building and Training



- The Consultants shall design and deliver practical, user-friendly training modules for the specialists, administrative staff, and IT administrators of DSHE and NCTB. The sessions will focus on the effective use of e-contents, the ReLM platform, content uploading, metadata tagging, and basic troubleshooting, using an interactive and hands-on approach to ensure participants can apply these skills effectively.
- Clear and easy-to-follow guidelines, SOPs, and operational manuals shall be developed to support long-term use and maintenance of digital contents and the ReLM system. These documents will help users independently manage content, ensure consistency, and maintain system sustainability after project completion.
- To ensure smooth adoption, the Consultants will provide short-term post-training support, including helpdesk assistance and on-call guidance for users facing difficulties in using e-content or navigating the ReLM platform.

e. Technical Support

- The Consultants shall establish a clear and reliable process for quality assurance, ensuring that all e-contents and system components are regularly reviewed and maintained.
- The Consultants shall implement strong cybersecurity measures to protect all digital assets and user data, ensuring compliance with copyright regulations and accessibility standards, including disability-friendly features such as captions, transcripts, and screen-reader compatibility.
- All digital content and system platforms must comply with international interoperability standards and Government of Bangladesh (GoB) data protection and cybersecurity requirements. All deliverables, including source files and technical assets, will remain the exclusive Intellectual property of all deliverables shall rest with DSHE.
- Ensure all digital content and platforms adhere to international interoperability standards and GoB data protection and cybersecurity policies. Intellectual property of all deliverables shall rest with DSHE.

D. Key Deliverables

11. The Consultants will provide deliverables as per the set milestones, but not limited to, the following deliverables (May be adjusted during negotiation):

1. The Inception Report shall outline the project's detailed work plan, methodology, implementation timeline, team deployment approach, and quality assurance process, providing a clear roadmap for carrying out all activities.
2. Prototype e-contents and sample of recorded model classes shall demonstrate the intended pedagogical approach, visual style, animation quality, and content flow, serving as the benchmark for final production and requiring formal approval before full-scale development.
3. Arrange workshops to Develop and validate script and storyboard for 1000 e-contents with relevant subject experts, classroom teachers, curriculum and pedagogy experts, e-learning specialists, instructional designers and relevant officials



4. At least 1,000 final e-contents 3–5-minute micro-learning videos (per subject 40–50 Includes 2D animation, illustrations, motion graphics, AI-generated visuals, voice-over and caption (to be approved by LAISE/NCTB/DSHE).
5. At least 150 central model classes with High-quality recordings with structured lesson plans in real-life classroom settings with visual enrichment: animation, illustrations and stored in ReLM.
6. Fully enhanced and functional ReLM system with categorization, cloud-based hosting, and accessibility features, Responsive web & mobile access (Mobile Apps).
7. Training modules and delivery of at least 10 training sessions and Interactive practical sessions for the stakeholders and DSHE & NCTB specialists, administrators, and IT staff
8. The Final Report shall summarize all activities, outputs, challenges, and results, and include recommendations for sustainability along with all required documentation, source files, and deliverable handover materials.

E. Duration of Assignment

12. The assignment is expected to be completed within **18 months** from contract effective date, including piloting, content development, validation, disseminations, revisions, and training.

F. Team Composition (indicative) and Qualification Requirements

13. The Consultants should propose a multidisciplinary team with expertise in education, pedagogy, ICT, and digital content development. Suggested key experts include:

13.1 Key Experts:

Key Position	Minimum Qualification	Key Responsibilities
Team Leader / Project Manager (18 PM)	<p>Master's or equivalent degree in Business Studies/ ICT/CSE/Education/ Project Management/any relevant field.</p> <p>Experience of managing 3 similar assignments, or 3 years of professional experience leading large-scale education technology or digital learning initiatives.</p> <p>Experience leading cross-functional teams of professionals across content development, pedagogy, technology, and operations.</p>	<p>The Team Leader / Project Manager will be responsible for providing overall leadership, strategic direction, and day-to-day management of the assignment. This includes coordinating the team of experts, ensuring timely delivery of quality e-contents, overseeing the design and implementation of central model classes, supervising the development of the central eLearning repository (ReLM), maintaining close communication with stakeholders, ensuring compliance with technical and pedagogical standards, and preparing all required progress reports and final outputs within agreed timelines.</p>



Key Position	Minimum Qualification	Key Responsibilities
Pedagogy & Curriculum Specialist (1 Position) (12 PM)	<p>Master's in education or any relevant field. PhD or degree/diploma in relevant field will be considered as an added qualification.</p> <p>10 years experience as a teacher/trainer at secondary level education in Bangladesh</p> <p>5 years experience in e-Learning designing and implementing.</p> <p>Minimum experience of at least 3 similar assignments, or minimum 3 years of professional experience in curriculum design, pedagogy, and instructional strategy within secondary education.</p> <p>Proven track record of aligning digital learning content to national curricula (e.g., NCTB in Bangladesh) and ensuring compliance with formal learning outcomes.</p>	<p>The Pedagogy & Curriculum Specialist will be responsible for ensuring that all e-contents, model classes, and repository materials are pedagogically sound, curriculum-aligned, and learner-centered. The role includes reviewing and aligning content with the national curriculum and learning outcomes, advising effective instructional design, integrating inclusive and innovative teaching methodologies, and ensuring quality standards that promote student engagement, comprehension, and skill development.</p>
Subject Specialists (Bangla, English, Math, Science, Social Science) – (5 Positions) (04 PM* 5 = 20 PM)	<p>Master's or equivalent degree:</p> <p>For Bangla: Bangla, Social Science or relevant subject</p> <p>For English: English, Social Science, BBA or relevant subject.</p> <p>For Math: Mathematics, Physics, Chemistry, Statistics, Economics, Engineering or relevant subject.</p> <p>For Science: Mathematics, Physics, Chemistry, Statistics, Life science, Engineering or relevant subject.</p> <p>For Social Science: Social Science</p> <p>Must have 5 years experience as a teacher/trainer in relevant subjects at secondary grades.</p>	<p>The Subject Specialists will be responsible for developing, reviewing, and validating high-quality e-contents and model classes in their respective subject areas. Their role includes ensuring alignment with the national curriculum and learning outcomes, integrating appropriate pedagogy and assessment approaches, contextualizing content to the Bangladeshi secondary education system, and working closely with the Pedagogy & Curriculum Specialist and technical team to ensure that all materials are accurate, engaging, inclusive, and pedagogically effective.</p>

Key Position	Minimum Qualification	Key Responsibilities
Instructional Designer / eLearning Specialist - (2 Positions) (06 PM* 2 = 12 PM)	Master's or equivalent degree in ICT/CSE/Engineering/Science/ICT in Education or Education. Any additional relevant degree/diploma will be considered as an added qualification. 5 years experience in e-Learning designing and implementing.	The Instructional Designer / eLearning Specialist will be responsible for translating subject matter and curriculum requirements into engaging, interactive, and user-friendly e-learning materials. This includes applying instructional design principles, developing digital learning modules and multimedia content, ensuring accessibility and inclusivity, integrating appropriate assessment tools, and collaborating with subject specialists, pedagogy experts, and technical teams to ensure high-quality, pedagogically sound e-content suitable for the central repository and model classes.
System/Solution Architect (1 Positions) (06 PM* 1 = 06 PM)	Master's or equivalent degree in ICT/CSE/Engineering/Science. Any additional relevant degree/diploma will be considered as an added qualification. Experience of 3 similar assignments/2 years' experience in designing, programming and coding, A.I. enabled solutions, repository development and cloud-based solutions.	The Software/System Architects will be responsible for developing the overall system architecture and technical framework to support the assignment. This includes programming and coding tasks, ensuring the production of high-quality and optimized solutions. The Architects will lead the design and development of e-content and AI-enabled applications, build and manage secure digital repositories for storing and retrieving learning resources, and establish cloud-based systems that guarantee scalability, security, and reliable performance.
Software Developer (4 Positions) (06 PM* 4 = 24 PM)	Bachelor of Science (B.Sc.) degree in Computer Science and Engineering (CSE), Software Engineering, Information Technology (IT), or any closely related field from a recognized university. 2 years of hands-on experience developing Content Management Systems (CMS) or Digital Repository Systems and	Implement core application features, including the Content Upload/Ingestion module and the Search & Retrieval engine, ensuring both the web and mobile API endpoints are secure and performant. Translate the approved UI/UX designs into responsive, accessible, and user-friendly front-end interfaces for teachers,

Key Position	Minimum Qualification	Key Responsibilities
	professional experience in full-stack software development for enterprise-level or large-scale web/mobile applications.	students, and parents, covering both web and mobile experiences. Design, develop, and optimize the Cloud-based database schema for efficient storage/categorization of e-content, and write the necessary server-side/API logic for scalability and integration with other DSHE platforms.
UI/UX Designer (1 Position) (4 PM * 1 = 4 PM)	Bachelor's in business, Human Computer Interaction, Graphics Design, CSE or related field. 3 years of experience in designing user-centric web and mobile interfaces.	The UI/UX Designer will be responsible for creating intuitive, user-friendly, and visually appealing interfaces for e-contents, model classes, and the ReLM platform. This includes designing layouts, navigation flows, and interactive elements to enhance learner engagement, ensuring accessibility and inclusivity, and working closely with instructional designers, subject specialists, and software developers to deliver an optimal user experience across devices.
Multimedia Specialist (Audio-Video Production) (2 Positions) (8 PM* 2= 16 PM)	Bachelor's degree in any subject. Degree/Diploma in Multimedia Technology, Educational Technology, Communication Design, or a related discipline will be considered as an added qualification. Training or certification in video production, digital media, animation, or sound engineering will be an added advantage.	The Multimedia Specialist will be responsible for planning, producing, and editing high-quality audio-visual content to support the development of e-contents and central model classes. This includes scripting, recording, and post-production of educational videos, animations, voiceovers, and other multimedia materials, ensuring they are pedagogically effective, engaging, and aligned with the national curriculum. The Specialist will also ensure that all audio-visual products are technically sound, optimized for online delivery, and compatible with the Central Repository of eLearning Materials (ReLM). In addition, the role involves



Key Position	Minimum Qualification	Key Responsibilities
		collaborating closely with subject specialists, instructional designers, and the technical team to translate academic content into accessible and learner-friendly multimedia formats.
QA / Testing Expert (2 Positions) (02 PM* 2= 04 PM)	Bachelor's degree in IT, Computer Science, or Quality Assurance-related discipline. 4 years of experience in software quality assurance and testing.	The QA / Testing Expert will be responsible for ensuring the overall quality, functionality, and usability of e-contents, model classes, and the ReLM platform. This includes developing and implementing testing protocols, reviewing digital learning materials for accuracy and compliance with curriculum standards, and checking for technical issues such as broken links, compatibility across devices, accessibility, and performance optimization. The Expert will also validate user experience, ensure adherence to pedagogical and technical guidelines, and provide feedback to the development team for improvements. By conducting systematic quality assurance and testing, the role ensures that all outputs are error-free, learner-friendly, and ready for large-scale deployment.

Total estimated key experts' input is **116 -man months**.

13.2 Non-Key Experts

In addition to the Key Experts, the assignment may require the engagement of Non-Key Experts and other support staff to ensure the effective delivery of the services. The Consultant shall assess the requirements of the assignment and propose, at its discretion, the appropriate number, qualifications, and inputs of Non-Key Experts in its Technical Proposal.

G. Management of the Assignment

Reporting and Supervision

15.1 The Consultants will work under the overall guidance of the Project Director, LAISE Project, DSHE, and in close coordination with the designated Technical Committee. The Consultants shall submit quarterly progress reports and participate in monthly coordination meetings with DSHE, NCTB, and the World Bank task team.



To be provided by the Consultants

15.2 During the assignment, the Consultants shall arrange and provide all necessary facilities for their personnel, as well as all logistical support required to carry out the services. This includes, but is not limited to, backstopping experts, support staff, office space and facilities, office equipment and supplies, and any equipment, materials, and communication tools needed for the assignment.

The Consultants shall clearly specify these requirements in their Technical Proposal and include the corresponding cost estimates in their Financial Proposal.

To be provided by the Client

15.3 The client will provide appropriate data, information, etc. necessary to carry out the assignment.

H. Selection Method

16. The Consultants will be selected following the **World Bank Procurement Regulations for IPF Borrowers** (July 2016, revised in November 2020). The selection method will be **Quality and Cost Based Selection (QCBS)**.

J. Confidentiality/Data Security

17. All data and intellectual property generated under this assignment will be the sole property of the DSHE. The Consultants shall maintain strict confidentiality.

The consulting Consultants shall ensure strict compliance with the legal and regulatory framework for data privacy and protection applicable in Bangladesh, including provisions under the Digital Security Act 2018 and any relevant ICT regulations. The Consultants must ensure that personal data is only collected for specified purposes, used lawfully and fairly, and not shared with any unauthorized third party. All staff handling personal data must be trained in data privacy protocols.

Also, the consulting Consultants must implement robust technical and organizational measures to protect the confidentiality, integrity, and security of personal data collected, stored, or processed. Any data breach or unauthorized access must be reported to the client immediately and remediated according to agreed procedures.

