Government of the People's Republic of Bangladesh

Department of Youth Development
Economic Acceleration and Resilience for NEET (EARN) Project

Terms of Reference (ToR)

For

Selection of Training Service Provider for Skill Enhancement of the Officials and Instructors of DYD

Package No.: S43

June 2026

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Abbreviations

APD	: Additional Project Director
BOU	: Bangladesh Open University
CG	: Community Group
DPD	: Deputy Project Director
DYD	: Department of Youth Development
EARN	: Economic Acceleration and Resilience for NEET
ED	: Entrepreneurship Development
ESCP	: Environmental and Social Commitment Plan
GBV	: Gender-Based Violence
GESI	: Gender Equality and Social Inclusion
GO-NGO	: Government Organization-Non-Government Organization
SH	: Sexual Harassment
IDA	: Internation Development Association
INGO	: International Non-Government Organization
LGED	: Local Government Engineering Department
M&E	: Monitoring and Evaluation
MIS	: Management Information System
MOYS	: Ministry of Youth and Sports
NEET	: Not in Education, Employment and Training
PD	: Project Director
PMU	: Project Management Unit
QCBS	: Quality and Cost Based Selection
SCF	: Service Consulting Firm
SEA	: Sexual Exploitation and Abuse
SEB	: Social-Emotional and Behavior
SNSA	: Social Norms Specialized Agency
SP	: Service Provider
TIN	: Tax Identification Number
TVET	: Technical and Vocational Education and Training
UC	: Union Committee
UNO	: Upazila Nirbahi Officer
UYDO	: Upazila Youth Development Officer
UYIC	: Union Youth Information Center
VAT	: Value Added Tax
VLTC	: Village Level Training Center

1. Project Description

The Economic Acceleration and Resilience for NEET (EARN) Project is a flagship initiative of the Government of Bangladesh, implemented by the Department of Youth Development under the Ministry of Youth and Sports, with support from the World Bank. The project aims to economically engage nearly 900,000 rural NEET youth, of whom 60% are women, by expanding access to alternative education, market-relevant skills training, and employment opportunities.

1.1 Project Objectives

The objectives of the project are to (i) increase access to education and skills training and promote employability for NEET youth, especially women, in selected rural areas of Bangladesh, and (ii) respond promptly and effectively to any Eligible Crisis or Emergency. Its specific objectives are to identify eligible NEET youth in selected rural areas for targeted support; expand women-centric skills development through accessible locations, safe and inclusive infrastructure, flexible course timings, childcare facilities and female trainers; deliver second-chance education for eligible rural NEET youth, especially women; provide enterprise development and Socio-Emotional and Behavioral (SEB) skills training together with seed financing and employer/labor-market linkages; and strengthen the enabling environment for youth and the institutional capacity of state and non-state actors.

1.2 Beneficiaries

Beneficiaries are NEET youth aged 15–35 who have not been engaged in education, training, or any income-earning activity for at least six months, and who have completed at least primary education, with at least 60 percent female participation overall. The Project will directly benefit about 900,000 NEET youth, comprising 500,000 (300,000 female) trained through Village-Level Training Centers (VLTCs) in skills development including SEB and Enterprise Development Training (EDT); 25,000 (15,000 female) reached through blended online–offline training; 25,000 (15,000 female) reached through innovation funding targeting vulnerable and hard-to-reach groups; 300,000 (180,000 female) already-skilled NEET youth receiving SEB and EDT; and 50,000 (30,000 female) Youth Club members receiving leadership and life-skills training.

1.3 Project Components

The Project has five components. Component 1, Access to Alternate Education and Skills Development promotes access to market-relevant skills development, including SEB and EDT, and supports VLTCs, blended online/offline training, and innovation grants. Component 2, Support for Wage and Self-Employment, finances job fairs and a youth portal, scale-up of the DYD Seed Fund, internships and apprenticeships in upazilas adjacent to EPZs, EZs and IZs, and SEB and EDT training. Component 3, Enabling Environment for NEET Youth, supports Community Groups, social-norms campaigns, career counselling, and leadership and life-skills training. Component 4, Institutional Capacity and Project Management, supports DYD/MoYS capacity building, Union Youth Information Centers, the Management Information System (MIS), the Project Management Unit (PMU), and monitoring and evaluation. Component 5, the

Contingent Emergency Response Component (CERC), provides a rapid-response financing mechanism activated in the event of an Eligible Crisis or Emergency.

2. Institutional Arrangement of Department of Youth Development

2.1 Department of Youth Development (DYD)

The Department of Youth Development (DYD), under the Ministry of Youth and Sports, operates administrative offices and Youth Training Centers (YTCs) in every district of Bangladesh. Established to harness the country's demographic dividend, DYD aims to empower young people through skills development, entrepreneurship, leadership, and employment promotion. Its district-level network enables the delivery of vocational training and youth development services across both urban and rural areas, with particular attention to underserved and marginalized communities.

2.2 District Administrative Offices

The district administrative offices serve as the local coordinating and management hubs for DYD programmes. They are responsible for planning, coordinating, monitoring, and supervising youth development activities within their respective districts. Working closely with the central DYD, local government institutions, communities, and other stakeholders, the offices assess local labour market needs and youth aspirations to guide the design and implementation of training programmes.

The district offices oversee the operation and quality of Youth Training Centers (YTCs), manage the allocation of resources—including training equipment, IT facilities, furniture, and logistics—and monitor programme performance to ensure effective service delivery. They also coordinate community outreach and awareness programmes, establish partnerships with local stakeholders, and promote inclusive participation by ensuring equitable access to training opportunities for women, marginalized youth, and other disadvantaged groups.

2.3 Youth Training Centers (YTCs)

Youth Training Centers (YTCs) are the primary service delivery institutions of DYD, providing vocational, technical, and entrepreneurship training to enhance youth employability and self-employment opportunities. Since their establishment, the centres have contributed to the development of skilled human resources by offering practical, market-oriented training aligned with national and local economic priorities.

YTCs deliver both institutional and non-institutional training programmes. Institutional courses, typically ranging from one to six months, cover a wide range of trades, including livestock, poultry, fisheries, agriculture, healthcare, office management, computer applications, refrigeration, electronics, electrical work, and dressmaking. In addition, non-institutional (mobile or outreach) training programmes provide short-term (7–21 days) practical training in family-based and community-level income-generating activities such as poultry rearing, goat and cattle farming, fish

cultivation, vegetable production, and dressmaking. These programmes are generally offered free of charge to eligible youth who have completed at least Grade 8.
The training centres primarily target unemployed and underemployed youth, particularly those from rural and disadvantaged backgrounds. Dedicated dormitory facilities and other support services are available for female trainees to promote equitable participation in skills development programmes.

2.4 Integrated Service Delivery

DYD's district administrative offices and Youth Training Centers operate through a coordinated implementation model. The administrative offices provide strategic planning, resource management, quality assurance, monitoring, and stakeholder coordination, while the YTCs focus on delivering practical skills training and youth engagement activities. Beyond technical training, DYD also promotes leadership development, management skills, entrepreneurship, and community mobilization to strengthen civic participation and social responsibility among young people.

2.5 Upazila DYD Offices

At the upazila level, the Department of Youth Development (DYD) operates through Upazila Youth Development Offices, which serve as the primary interface between the department and local communities. These offices are responsible for implementing youth development programmes and services at the grassroots level under the guidance of the respective district offices. Their key functions include identifying and mobilizing eligible youth, conducting outreach and awareness activities, coordinating non-institutional training programmes, facilitating access to self-employment and entrepreneurship support, monitoring beneficiary progress, and maintaining programme records. The Upazila Youth Development Offices also work closely with local government institutions, educational institutions, community organizations, and other stakeholders to ensure that youth development initiatives are responsive to local needs and reach disadvantaged and marginalized youth. Through this decentralized structure, DYD is able to extend its services to communities across the country, ensuring effective implementation of national youth development policies and programmes at the local level.

Despite resource constraints and aging infrastructure in some locations, DYD's district network continues to play a significant role in developing skilled human resources, improving youth employability and self-employment, supporting local economic development, and contributing to Bangladesh's broader social and economic growth.

They have contributed significantly by:

- **Providing Institutional Training**: Courses in trades like livestock, poultry, healthcare, fish farming, agriculture, dressmaking (for women), office management, computer applications, refrigeration, electronics, and electrical work. Duration ranges from 1 to 6 months.
- **Non-Institutional (Mobile) Training:** Short-term (7–21 days) practical training in family-based trades such as poultry, goat rearing, cattle fattening, fish farming, vegetable

cultivation, and dressmaking. No course fee; eligibility is 8th grade. Conducted at local institutions and youth clubs.

- Developing skilled human resources capable of driving innovation and productivity in rural economies.
- Offering youth access to modern equipment, IT labs, and resources that prepare them for contemporary job markets.
- Supporting female trainees through dedicated dormitories and inclusive facilities, promoting gender equality in skills development.
- Engaging youth in leadership, management, and community mobilization activities, fostering a sense of responsibility and civic engagement.

3. Context of the Assignment

A central pillar of the EARN Project is the strengthening and modernization of Youth Training Centers (YTCs) operated by DYD. These centers serve as key public-sector institutions for delivering technical and vocational skills training to youth, particularly those from rural, disadvantaged, climate-vulnerable, and underserved areas. Ensuring that YTCs deliver competency-based, demand-driven, and inclusive training aligned with emerging technologies and Fourth Industrial Revolution (4IR) trends including digital skills, automation awareness, data literacy, and platform-based service delivery is critical to achieving the PDO.

In addition to field-level structures, the DYD Headquarters (HQ) plays a central role in policy planning, coordination, MIS oversight, procurement, and strategic implementation of youth development programs. Strengthening HQ capacity is therefore essential for the Department of Youth Development.

DYD operates an extensive national network of YTCs across all administrative divisions. Administrative data indicate that approximately 420–450 instructors are currently deployed nationwide across multiple trades, including livestock, agriculture, ICT, electrical, dressmaking, and other livelihood-oriented disciplines. In addition, Upazila-level YDOs play a frontline role in beneficiary mobilization, supervision of training activities, post-training follow-up, and linkage of youth with employment and self-employment support services.

At the central level, DYD HQ provides strategic leadership, policy guidance, planning, coordination, and oversight of training and youth development programs, including MIS and project management functions. Strengthening the capacity of HQ officials is therefore critical to ensure effective system-wide implementation, standardization, and results-based management. Despite this strong institutional footprint and experienced workforce, the system faces structural and capacity-related constraints that limit training effectiveness and labor market responsiveness. A Training Needs Assessment (TNA) completed under the Project identified critical capacity gaps among DYD instructors, trainers, and Upazila-level Youth Development Officers (YDOs/AYDOs), particularly in competency-based training, technical upgrading, digital instruction, labor market orientation, monitoring and MIS, and gender-responsive service delivery. The TNA recommends a structured capacity development program targeting these groups through Training of Trainers (ToT), refresher training, technical upgrading, and related capacity-building interventions.

The assignment will support implementation of Component 4 (Enhancing Institutional Capacity and Project Management) and operationalization of relevant TNA recommendations and Institutional Development Plans (IDPs). Engagement of a specialized firm is justified to ensure professional, standardized, and quality-assured delivery of training interventions, while enabling access to specialized expertise not available in-house.

Given the scale, technical complexity, and specialized expertise required, DYD intends to engage a qualified Training Management Firm to design, organize, manage, and deliver the required training programs for the targeted groups. The Firm will support end-to-end implementation, including training planning, resource mobilization, delivery, logistics management, training materials, participant assessment, quality assurance, and reporting.

Given the scale of the DYD network, the geographic spread of YTCs, and the need for standardized, high-quality training modules aligned with national and international good practices, DYD requires the support of a qualified and experienced Training Management Firm (TMF). The TMF will be responsible for designing, standardizing, and supporting the phased rollout of capacity development interventions for prioritized cohorts of DYD instructors, District level officers (DDs and ADs), Upazila-level YDOs, and DYD Headquarters (HQ) officials, including HQ-level functions related to planning, coordination, MIS, and project management, through 2028, ensuring sustainability, value for money, and institutionalization of improved practices.

4. Objective of the Assignment

The overall objective of this assignment is to engage a qualified Training Management Firm (TMF) to design, operationalize, and support the phased implementation of a structured capacity development program for Department of Youth Development (DYD) instructors and Upazila-level Youth Development Officers (YDOs), District level officers of DYD, and Headquarters (HQ) officials based on the findings and recommendations of the Training Needs Assessment (TNA) conducted under the EARN Project. The assignment aims to strengthen the quality, relevance, inclusiveness, and labor market alignment of training delivery across DYD by enhancing pedagogical, technical, digital, and institutional capacities across instructors, YDOs, DDs, ADs, and DYD HQ officials.:

- Transition DYD's training methods to competency-based, learner-centered, and market-driven approaches by adopting standardized Training of Trainers (ToT) modules, hands-on practical learning, and sector-specific content incorporating elements of the Fourth Industrial Revolution (4IR).
- Improve DYD instructors' technical and digital abilities with industry-relevant modules, exposure to industry standards, multimedia instruction, blended learning, and tools for digital assessment.
- Enhance the project management, office administration, procurement, MIS/database management, technology awareness, policy analysis, youth program design, gender/GESI/GRS practices, communication, and English language skills of DYD HQ officials.
- Develop the supervisory and coordination capabilities of Upazila YDOs/AYDOs through labor market-oriented training, principles of competency-based training (CBT), monitoring,

support for employment, employer partnerships, and entrepreneurship guidance.

- Prioritize gender inclusion and youth-centered service delivery by creating gender-responsive modules, tackling barriers, ensuring safe spaces, and promoting efforts in underserved areas.
- Build a long-lasting, step-by-step capacity development system with standardized training packages, certified trainers, phased implementation (2026–2028), ongoing monitoring and adaptive learning, and alignment with institutional plans and outcomes.

5. Scopes of the Service

The TMF will provide comprehensive technical, operational, and implementation support to design, develop, and roll out a structured capacity development program for DYD instructors and Upazila-level Youth Development Officers (YDOs), DDs and ADs, in district level and DYD Headquarters (HQ) officials in line with findings and key recommendations of the TNA and the EARN Project Implementation Roadmap.

The scope of services will include, but not be limited to, the following components:

5.1 Inception and Detailed Work Plan

a. The TMF will carry out an inception phase to align with the EARN Project's objectives and context. This includes reviewing key documents: the EARN RDPP, the Training Needs Assessment (TNA) report, the proposed ToT targets and roadmap, and relevant national skills frameworks.
b. The TMF will also consult with the EARN PMU, DYD headquarters, selected YTCs, and Upazila-level YDOs to confirm training priorities and plan how implementation will proceed.
c. Based on this review and consultation, the TMF will prepare an Inception Report covering the proposed methodology, module development approach, phased implementation plan, division-wise training schedule, quality assurance framework, and monitoring and reporting arrangements. The PMU must approve the report before work proceeds.

5.2 Development of Standardized Training Packages and Modules

a. The TMF will design standardized, competency-based training packages that address the capacity gaps identified in the TNA.
b. For **DYD** instructors, modules will cover CBT and assessment methods, occupational standards, outcome-based lesson planning, practical assessment, and facilitation skills, with at least 60–70% hands-on content. They will also include trade-specific technical updates (e.g., livestock, agriculture, ICT, electrical, 4IR), modern tools and industry standards, digital teaching skills, gender-responsive and safeguarding practices, OSH, and basic MIS/monitoring awareness. In addition, a dedicated one-day content block on understanding youth issues and working effectively with young people (adolescent and youth psychology, communication with youth, motivation and retention of NEET youth, and youth-friendly training delivery) shall be incorporated into the training program.

c. For **Upazila Youth Development Officers (YDOs),** modules will cover labor market orientation, CBT and TVET basics, MIS and results-based monitoring, employer engagement, entrepreneurship support, and gender-responsive service delivery. A dedicated one-day content block on youth issues and how to work with youth (youth psychology, youth engagement and mobilization, counselling and communication with NEET youth, and youth-centered service delivery) shall also be included.
d. Each module will include a facilitator guide, participant manual, presentation materials, exercises/case studies, pre- and post-assessment tools, and standard evaluation templates, ensuring consistent quality across divisions.
e. For **DYD HQ Officials** the TMF shall design and deliver specialized training modules for DYD HQ and district level officials focusing on institutional efficiency and strategic management, including:
    - Advanced Office Management and Digital Applications;
    - Project Management (Appraisal, Formulation, Approval);
    - Public Procurement (PPA 2006 revised in 2026, PPR 2025, WB Procurement Regulations etc.);
    - MIS, Database Management, and Data Analytics;
    - Machine Learning, Cyber Security and Digital Governance;
    - Emerging Technologies (AI, Web-based Systems, Digital Platforms);
    - Gender, Social Norms, GRS, and Inclusion;
    - Youth Development Policy, Planning, and Program Design;
    - English Communication and Report Writing;
f. Each module shall include practical exercises, case studies, and real-life application aligned with DYD HQ functions. The detailed list of modules, duration, and participant numbers for DYD HQ officials is provided in **Table 4**.

5.3 Implementation of Training Programs (Phased Rollout)

The TMF will support the phased rollout (2026–2028) of training programs against approved targets, covering:

a. **Participant identification and selection:** coordinate with DYD HQ and field offices to identify, nominate, and finalize participant lists per batch, using PMU-approved eligibility/prioritization criteria (service stage, trade, region, gender). Ensure participation of priority cohorts (mid-career and younger officers), with a parallel stream and tailored modules for HQ-level officials.
b. **Training planning and scheduling:** prepare a phased, division-wise training plan with batch scheduling, trainer deployment, and logistics, coordinated with the PMU.
c. **Delivery:** deliver competency-based, practical, participatory training using approved modules, with necessary follow-up support, ensuring consistent quality across all batches.
d. **Gender balance and inclusion:** at least 50% female participation in gender-specific modules; where women are under-represented in certain trades or roles, propose targeted outreach/nomination strategies for PMU approval.
e. Digital tracking and reporting: maintain a digital system (LMS or equivalent, tagged to the MIS cell) to track attendance, assessments, and performance, and to keep complete

records (participant data, feedback, completion reports) accessible to the PMU; submit regular progress reports, including gender-disaggregated participation data.

5.4 Certification and Trainer Pool Development through ToT: The firm shall:

a. Develop criteria for successful completion;
b. Administer assessments;
c. Issue certificates (subject to PMU approval);
d. Support the establishment of a core pool of certified trainers;
e. Develop a sustainability framework for internal replication beyond project closure.

5.5. Monitoring, Quality Assurance, and Reporting: The TMF shall:

a. Establish a training quality assurance framework;
b. Conduct pre- and post-training assessments;
c. Maintain participant database;
d. Track attendance, performance, and feedback;
e. Submit periodic progress reports (monthly/quarterly);
f. Submit consolidated training completion reports.
g. The firm shall align reporting formats with EARN MIS and results indicators.

6. Training Quality Assurance Mechanism

To ensure the quality of training delivered under this assignment, the following quality assurance mechanism shall apply: (i) all training modules and materials shall be pre-tested and formally approved by the PMU before rollout; (ii) each training batch shall administer standardized pre- and post-training assessments, with a minimum expected average learning gain of 20 percentage points and a minimum average post-test score of 70 percent; (iii) each batch shall maintain a minimum attendance rate of 80 percent for participants to qualify for certification; (iv) the PMU, through the Training Management Specialist, shall conduct unannounced spot checks and structured session observations covering at least 10 percent of all training batches, using a PMU-approved observation checklist; (v) participant satisfaction (Kirkpatrick Level 1) shall be measured for every batch through standard feedback forms, with a minimum average satisfaction score of 80 percent; (vi) where any batch fails to meet the above quality benchmarks, the TMF shall, at its own cost, prepare and implement a corrective action plan approved by the PMU, including re-training where necessary; and (vii) the results of all quality assurance measures shall be reported in the periodic progress reports and verified by the PMU prior to processing of related payment milestones.

7. Duration of the Assignment and Indicative Implementation Schedule

The duration of the assignment shall be 12 (twelve) months from the date of contract signing. The indicative implementation schedule is as follows: Month 1: inception phase, including document review, stakeholder consultations, and submission and approval of the Inception Report; Months

2–3: development, pre-testing, and PMU approval of all standardized training modules, facilitator guides, and assessment tools; Months 3–4: establishment of the trainer pool, ToT for the Firm's trainers, and pilot delivery of initial batches; Months 4–7: Phase 1 training delivery covering a minimum of 40 percent of target participants; Months 7–10: Phase 2 training delivery covering a cumulative minimum of 80 percent of target participants; Months 10–11: Phase 3 training delivery completing 100 percent of targeted trainings, including any corrective re-training; and Month 12: submission of the consolidated training completion report, digital archive and LMS handover, and the Final Completion Report and Institutionalization Framework. Given the compressed timeline, trainings shall be delivered through parallel batches across divisions, supported by the expanded trainer pool and coordination team. Monthly progress reports and quarterly consolidated reports shall be submitted throughout the assignment period. The detailed schedule shall be finalized in the approved Inception Report.

8. List of Trainings

Table 1: Trainings for DYD Instructors

Sl. No.	Training Title	Target Group	Target No. of Participants	Duration (Days)	Batch Size	Estimated No. of Batches
1.	Competency-Based Training (CBT) & Assessment ToT	Mid-level & young DYD instructors	300	5 days	30	10
2.	Trade-Specific Technical Upgrading (Priority Trades)	Instructors in livestock and agriculture	120	5 days	30	4
3.	Trade-Specific Technical Upgrading (Priority Trades)	ICT and Electrical	80	5 days	25-30	3
4.	Digital & Multimedia-Based Teaching	Selected instructors (division-wise)	150	3 days	30	5
5.	Gender, Inclusion, Safeguarding, and PSEA/SEA/SH Prevention Training (including survivor-centered response and disability-inclusive training delivery), and Working with Youth (one additional day covering youth issues, youth psychology, and	All DYD instructors	300	3 days	30	10

Sl. No.	Training Title	Target Group	Target No. of Participants	Duration (Days)	Batch Size	Estimated No. of Batches
	youth-centered engagement)					
6.	Monitoring, Reporting & MIS Orientation	Selected instructors / focal persons	150	2 days	30	5

Total Unique Instructors Targeted: 300 (with some receiving multiple modules). Training can be provided at once. Firm will propose in the inception report.

Table 2: Trainings for Upazila-Level YDOs

Sl. No.	Training Title	Target Group	Target No. of Participants	Duration (Days)	Batch Size	Estimated No. of Batches
1.	Labor Market Orientation & Demand-Driven Planning	DDs/Ads/YDOs / AYDOs	500	3 days	50	10
2.	MIS, Monitoring & Results-Based Management	DDs/Ads/YDOs / AYDOs / MIS focal points	210	2 days	30	7
3.	Employment, Entrepreneurship, and Self-Employment Facilitation Training (including employer engagement, career guidance, and enterprise support)	Selected DDs/Ads/YDOs / AYDOs	150	2 days	30	5
4.	Gender, Inclusion, Safeguarding and PSEA/SEA/SH Prevention Training, and Working with Youth (one additional day covering youth issues, youth	All DDs/Ads/YDOs / AYDOs	2256	3 days	100	22

Sl. No.	Training Title	Target Group	Target No. of Participants	Duration (Days)	Batch Size	Estimated No. of Batches
	psychology, and youth-centered engagement)					
5.	Soft skill and communication	All DDs/Ads/YDOs / AYDOs	2256	1 days	100	22

Total Unique YDOs/AYDOs Targeted: 2256.
(Some officers may participate in multiple modules depending on role and prioritization criteria.)

Table 3: Trainings for DYD Headquarters Officials

Sl. No.	Training Title	Target Group	Target No. of Participants	Duration (Days)	Batch Size	Estimated No. of Batches
1.	Procurement, e-GP and Contract Management Training (Including PPA 2026, PPR 2025, WB Procurement Regulations for IPF Borrowers)	HQ Officials	30	14 days	15	2
2.	Youth Policy: Analysis, Implementation & Accountability	HQ Officials	50	3 days	25	2
3.	Office Management, Digital Applications and Data Analytics Training	HQ Officials, & MIS Staff	50	3 days	25	2
4.	MIS, Database, Web Applications and Cyber Security Training	Selected Officials & MIS Staff	45	2 days	15	3
5.	Gender, Inclusion, Safeguarding and PSEA/SEA/SH Prevention Training	HQ Officials	220	2 days	22	10
Total HQ Officials Targeted: 220						

9. Key Experts and Non-Key Experts

For the purpose of this assignment, the Team Leader and Training Coordinators shall be

considered as Key Experts. All other proposed personnel, including trainers, subject-matter specialists, mentors, and support staff, shall be considered as Non-Key Experts. The consulting firm may propose additional professionals, if required, to ensure effective and timely delivery of the assignment; however, the associated costs shall be reflected within the proposed financial proposal. The person-month inputs indicated below are indicative minimums aligned with the 12-month assignment duration and the phased, parallel-batch implementation schedule; firms are expected to critically assess the scope of services and may propose additional inputs in their technical and financial proposals were required to deliver the full scope of the assignment.

Table 4: Key Experts

Sl. No.	Expert Position	Educational Qualification & Experience	Indicative Number of Positions	Total Person-Months
1.	Team Leader	Educational Qualification: Minimum Master's degree in Education, TVET, Human Resource Development, Public Policy, Development Studies, Management, or relevant discipline. Experience: Minimum 10 years of experience in managing large-scale training or capacity development programs; at least 3 years in a leadership role; proven experience in competency-based training (CBT), institutional capacity development, and donor-funded projects.	1 (Full-time)	12 (1x12)
2.	Training Coordinators	Educational Qualification: Minimum Bachelor's degree in Education, Social Sciences, Management, or relevant discipline. Experience: Minimum 5 years of experience in training management, coordination of large-scale training programs, batch scheduling, participant management, and reporting; at least 2 years as training coordinator or similar role.	3 (Full-time)	36 (3×12)

Table 5: Non-Key Experts

Sl. No.	Expert Position	Educational Qualification & Experience	Indicative Number of Positions	Total Person-Months
1.	Master Trainers / Subject-Matter Experts	Educational Qualification: Minimum Bachelor's degree in relevant technical or vocational discipline (e.g., Livestock, Agriculture, ICT, Electrical, Education, HRD, etc.). Experience: Minimum 5 years of relevant professional and training experience; demonstrated expertise in competency-based training and practical facilitation; prior ToT delivery experience preferred.	A Pool of 16	128 (16x8)
2.	Industry / Market Linkage Specialist (Mentor)	Educational Qualification: Minimum Bachelor's degree in relevant field. Experience: Minimum 5 years of experience in labor market analysis, employer engagement, entrepreneurship support, or value chain development.	2	24 (2x12)
3.	MIS / Digital Learning Specialist	Educational Qualification: Bachelor's degree in ICT, Information Systems, Data Management, or relevant field. Experience: Minimum 3 years of experience in MIS, digital learning systems, LMS management, or training data analytics.	1	12 (1x12)
4.	Training Support Officers / Field Facilitators	Educational Qualification: Bachelor's degree in relevant discipline. Experience: Minimum 2–3 years of experience in training logistics, documentation, and field coordination.		60 (6x10)
5.	Youth Development and Engagement	Educational Qualification: Minimum Bachelor's degree in Social Sciences, Psychology, Development Studies, Education,	2	24 (2x12)

Sl. No.	Expert Position	Educational Qualification & Experience	Indicative Number of Positions	Total Person-Months
	Specialist	or relevant discipline. Experience: Minimum 5 years of hands-on experience working directly with youth, preferably including NEET, rural, or vulnerable youth; demonstrated experience in youth engagement, mobilization, counselling, or youth-friendly service delivery; experience in designing or facilitating youth-focused training content preferred.		

10. Payment Milestone Matrix (Payment Schedule)

Total cost of the assignment is divided into two categories: (i) Fixed expenditure, not more than 30% of the contract value, covering mobilization and inception-phase costs (including remuneration of Key and Non-Key Experts, module development, and related professional fees), released upon approval of the Inception Report; (ii) Variable expenditure, 70% of the contract value, based on actual per-beneficiary training delivery and reimbursable at actual cost against supporting documentation (including training venue and logistics costs, training materials, food and refreshments, trainers' travel, and participants' accommodation and transportation allowances at rates approved by the PMU in line with applicable Government of Bangladesh norms), released progressively against module finalization and verified training completion. Participants attending training under this assignment shall be entitled to accommodation and transportation allowances, which shall be disbursed by the TMF and reimbursed under the contract as variable expenditure at actual cost, at PMU-approved rates, and supported by signed attendance and payment records. In line with the World Bank Procurement Regulations for IPF Borrowers and applicable Government of Bangladesh rules, no management fee, overhead mark-up, or profit margin shall be payable on reimbursable (variable) expenditures; such items shall be reimbursed strictly at actual cost. The Firm's overheads and profit shall be included only within the remuneration rates of its experts quoted in the financial proposal. All payments under this contract shall be subject to the satisfactory quality of the related deliverables and their formal written acceptance by the PMU, following review against the Training Quality Assurance Mechanism described in this ToR. Verification of training delivery by the PMU (including spot checks and MIS records) shall be a precondition for release of each variable payment milestone.

Table 6: Payment Schedule

Milestone No	Deliverable / Output	Payment (% of Contract Value)	Payment Condition
1.	Submission and approval of Inception Report (finalized methodology, training plan, module development framework, implementation schedule)	10% of Fixed Cost	Validated in a workshop chaired by the DG
2.	Submission and approval of Standardized Training Modules & Toolkits (Instructor & YDO modules, facilitator guides, manuals, assessment tools, QA framework)	5% of Fixed Cost	Upon review and formal approval by PMU
3.	Successful completion of Phase 1 Trainings (min. 40% of target participants) and consolidated progress report	25% (5% of Fixed Cost + 20% of Variable Cost)	Upon verification of participant records & batch completion reports
4.	Successful completion of Phase 2 Trainings (additional 40%, cumulative 80%)	25% (5% of Fixed Cost + 20% of Variable Cost)	Upon verification of training delivery and reporting
5.	Completion of 100% of Targeted Trainings, with consolidated batch reports, assessment records, and certified participant lists	20% (20% of Variable Cost)	Upon PMU verification
6.	Submission and approval of Final Completion Report & Institutionalization Framework (sustainability strategy, lessons learned, digital archive, LMS handover)	15% (5% of Fixed Cost + 10% of Variable Cost)	Upon final acceptance by PMU
Total		**100%**	

11. Withholding Clause

Payments withheld if reports are late, incomplete, or fail quality review by PMU. Withheld payments shall be released only after the deficiencies have been rectified to the satisfaction of the PMU and the related deliverables have been formally accepted in writing. Where training batches fail to meet the quality, benchmarks set out in the Training Quality Assurance Mechanism, the corresponding per-beneficiary variable payments shall be withheld until the approved corrective action plan has been satisfactorily implemented.

12. Code of Conduct

During the service provision period, all experts and support staff of the Consulting Firm must comply with applicable laws, rules, and regulations of Bangladesh, the World Bank Anticorruption Guidelines and Code of Conduct mentioned in the RFP. All the documents and information produced by or during the consultancy services will the sole property of DYD. No information or document is permitted to transfer or share or disseminate elsewhere without the permission of project director will be treated as fraudulent activities and measures will be taken if so happen. The project may have the copy right of all documents developed under this assignment.

13. Safe Training Environment Requirements

The TMF shall ensure that all training venues used for this assignment meet minimum safety, accessibility, and dignity standards, including:

a. Separate, lockable, and clean toilet facilities for women and men.
b. Adequate lighting, ventilation, and secure premises.
c. A private, confidential space for participants to disclose grievances, SEA/SH concerns, or other sensitive issues.
d. Clear visibility of Code of Conduct posters and reporting channels (posters displayed at training venues).
e. First aid kit and designated first aid person available at all training sessions.
f. All training participants shall sign an acknowledgment of the EARN Project's Code of Conduct before the start of training. The TMF shall maintain signed copies and report any Code of Conduct violations to the PMU immediately. Participants who refuse to sign shall not be permitted to attend training.

14. Communication and Reporting

The firm will communication with the Project Director, EARN Project through Training Management Specialist of the Project. All the reports related to the assignment should be submitted to Training Management Specialist of the Project. The Training Management Specialist will review the report and submit to the project authority with required correction and improvement.

15. Key Contract Person and Authorized Representative

Key Contract Person:
Project Director, EARN Project, Level-19, National Sports Council Tower, 62/3, Purana Paltan, Dhaka-1000.

Annex 1: Findings And Key Recommendations of the TNA

Recommended Training Areas for DYD Instructors

Based on the instructor profile, vacancy situation, and evolving labor market requirements, the following training interventions are recommended to strengthen instructional quality and institutional capacity of DYD.

1. **Pedagogical and Instructional Skills Training (High Priority)**

   a. **Objective:** Improve training effectiveness and learner outcomes.
   b. **Key modules:**
      - Competency-Based Training (CBT) and assessment methods
      - Learner-centered and inclusive teaching techniques
      - Lesson planning aligned with occupational standards
      - Practical demonstration and hands-on facilitation skills
      - Training evaluation and feedback mechanisms
   c. **Rationale:** Most instructors rely on traditional lecture-based delivery; CBT-aligned pedagogy is required to improve skills acquisition and employability.

2. **Training of Trainers (ToT) and Refresher Training (High Priority)**

   a. **Objective:** Update technical and instructional competencies.
   b. **Key modules**:
      - Refresher training on trade-specific technical content
      - Updated national and international occupational standards
      - Safety, quality assurance, and compliance in training delivery
      - Mentoring and coaching skills for junior instructors
   c. **Rationale:** A large proportion of instructors have not received structured refresher or ToT training in recent years.

3. **Trade-Specific Technical Upgrading (High Priority)**

   a. **Objective:** Align training with current technology and market demand.
   b. **Indicative areas:**
      - Livestock/Pashupalan: modern animal husbandry, biosecurity, disease prevention, feed formulation, value-chain approach
      - Agriculture: climate-smart agriculture, mechanization, post-harvest management, agribusiness orientation
      - ICT/Computer: basic programming, digital literacy, freelancing platforms, cybersecurity fundamentals
   c. **Rationale:** Equipment and curricula in many YTCs do not reflect current industry practices.

4. **Digital and Multimedia-Based Teaching Skills (Medium–High Priority)**

a. **Objective**: Enhance learning quality through technology.
b. **Key modules:**
   - Use of multimedia (videos, simulations, digital content)
   - Basic Learning Management Systems (LMS) and e-learning tools
   - Digital assessment and record-keeping
   - Online and blended training delivery models
c. **Rationale**: Instructors show limited use of digital tools despite growing relevance of blended learning.

5. **Industry Exposure and Market Linkage Training (Medium Priority)**

a. **Objective**: Improve relevance of training to labor market needs.
b. **Key modules:**
   - Industry attachment or exposure visits
   - Employer engagement and feedback mechanisms
   - Understanding local and regional labor market demand
   - Entrepreneurship and self-employment facilitation
c. **Rationale:** Weak industry linkage limits employment and self-reliance outcomes for trainees.

6. **Inclusive, Gender-Responsive, and Youth-Friendly Training (Medium Priority)**

a. **Objective:** Ensure equitable access and participation.
b. **Key modules:**
   - Gender-sensitive training delivery
   - Inclusion of disadvantaged and vulnerable youth
   - Safe learning environments and safeguarding
   - Communication and counseling skills
c. **Rationale:** DYD serves diverse youth populations; instructors require skills to address barriers faced by women and vulnerable groups.

7. **Occupational Safety, Health, and Environmental Management (Medium Priority)**

a. **Objective:** Improve safety and compliance in training environments.
b. **Key modules:**
   - Occupational Safety and Health (OSH) standards
   - Safe use and maintenance of training equipment
   - Environmental and social safeguards
   - Waste management and bio-safety (especially for livestock trades)
c. **Rationale:** Safety practices are uneven across YTCs, particularly in practical trades.

8. **Monitoring, Reporting, and MIS Awareness (Supporting Priority)**

a. **Objective:** Strengthen accountability and data-driven decision-making.

b. **Key modules:**
   - Basic MIS usage and reporting
   - Training attendance and performance tracking
   - Outcome and tracer study concepts
   - Data quality and documentation

c. **Rationale:** Instructors are key data contributors but often lack structured MIS orientation.

I. Training Interventions for Upazila YDOs/AYDOs under the EARN Project

The EARN Project provides a strategic opportunity to systematically strengthen the capacity of Upazila-level YDOs/AYDOs through targeted, non-degree training interventions. Recommended training packages include:

1. Core Capacity-Building Program (High Priority)

A structured short-term program (5–10 days, modular) covering:

- Labor market analysis and demand-driven training planning
- CBT fundamentals and TVET system orientation
- Results-based monitoring and MIS usage
- Youth counseling and case management approaches

2. Employment and Market Linkage Training (High Priority)

Focused modules on:

- Employer engagement and local job mapping
- Apprenticeship and placement facilitation
- Coordination with private sector and financial institutions
- Entrepreneurship and Financial Literacy Orientation (Medium Priority)
- Applied training enabling YDOs AYDOs to:
- Guide youth toward viable self-employment pathways
- Support basic business planning and cost estimation
- Navigate linkages with banks, MFIs, and startup support schemes

3. Gender-Responsive and Inclusive Service Delivery (Medium Priority)

Practical training on:

- Gender-sensitive communication and outreach
- Addressing constraints faced by women and vulnerable youth
- Safeguarding, referral pathways, and youth-friendly services

4. Childcare Awareness and Referral (Supporting Priority)

a. **Objective:** Ensure frontline staff (YDOs and instructors) can effectively link mother trainees to project-supported childcare services.

b. **Key modules:** Childcare eligibility criteria, referral process, coordination with childcare providers, basic quality standards, and child safeguarding awareness.

c. **Rationale:** The EARN Project establishes 20 childcare facilities at VLTCs. Without awareness training, YDOs and instructors may not promote uptake, and mother trainees may not know how to access services, reducing the pilot's effectiveness.

5. **Digital Skills and MIS Refresher Training (Supporting Priority)**

Strengthening the capacity of Upazila-level YDOs/AYDOs is essential for achieving EARN's results framework. YDOs serve as the primary interface between youth, training providers, and support services. Without targeted capacity development, investments in training infrastructure, instructors, and curricula risk underperforming at the implementation stage. By equipping YDOs/AYDOs with labor-market awareness, digital skills, and facilitation competencies, the EARN Project can significantly enhance:

- Quality of beneficiary targeting
- Relevance and effectiveness of training delivery
- Transition of trainees into employment or sustainable self-employment
- Monitoring of outcomes and adaptive program management