

REQUEST FOR EXPRESSIONS OF INTEREST (QUALITY AND COST-BASED SELECTION)

Project Number: 2025-PMS3(001)-BI-QCBS-019

PHILIPPINES

TEACHER EFFECTIVENESS AND COMPETENCIES ENHANCEMENT PROJECT (TEACEP)

Loan No./Credit No./ Grant No.: IBRD-94810

Assignment Title: Procurement of Consultancy Services for the
Coaching and Professional Development
Program for TEACEP

Reference No. TEACEP-CS-2-QCBS

The Department of Education (DepEd) has received financing from the World Bank toward the cost of the Teacher Effectiveness and Competencies Enhancement Project (TEACEP) and intends to apply part of the proceeds for consulting services.

To measure the success of the TEACEP program, a consultancy firm will be hired to support the professional development activities for teachers, master teachers, school heads, and supervisors from the regional and (SDO) of Regions IX, XII, and BARMM in enhancing/ strengthening reading/literacy and mathematics/numeracy skills, for 30 months of engagement.

The detailed Terms of Reference (TOR) for the assignment are attached to this request for expressions of interest.

The DepEd now invites eligible consulting firms (“Consultants”) to indicate their interest in providing the Services. Interested Consultants should provide information demonstrating that they have the required qualifications and relevant experience to perform the Services. The shortlisting criteria are:

- a) Preferably eight (8) years of experience and expertise in designing, implementing, and monitoring professional development projects and other human resource development interventions for various national agencies
- b) Preferably handled 2 contracts/ projects related to designing, implementing, and monitoring professional development and other human resource development interventions
- c) The Firm’s team shall at least comprise of the following key experts (or an equivalent staffing configuration):
 - i. (1) Team Leader
 - ii. (1) Project Manager
 - iii. (1) Coaching and Mentoring Expert
 - iv. (2) Literacy Expert for K-6
 - v. (2) Language Expert for K-6

- vi. (2) Numeracy Expert for k-6
- vii. (2) Mathematics Expert for K-6
- viii. (1) Learning Assessment Expert
- ix. (1) Instructional Leadership Expert
- x. (1) GEDSI Expert

d. Must have a maximum four (4) ongoing contracts and/or projects.

The attention of interested consultants is drawn to Section III, paragraphs, 3.14, 3.16, and 3.17 of the World Bank's "Procurement Regulations for IPF Borrowers", dated November 2020 ("Procurement Regulations"), setting forth the World Bank's policy on conflict of interest.

In addition, please refer to the following specific information on conflict of interest related to this assignment:

Consultants shall not be hired for any assignment that would be in conflict with their prior or current obligations to other clients, or that may place them in a position of being unable to carry out the assignment in the best interests of the Borrower. Without limitation on the generality of the foregoing, Consultants shall not be hired under the circumstances set forth below:

- a. a firm that has been engaged by the Borrower to provide Goods, Works, or Non-consulting Services for a project (or an affiliate that directly or indirectly controls, is controlled by, or is under common control with that firm), shall be disqualified from providing Consulting Services resulting from, or directly related to, those Goods, Works, or Non-consulting Services. This provision does not apply to the various firms (Consultants, contractors, or suppliers), which together are performing the contractor's obligations under a turnkey or design and build contract;
- b. a firm that has been engaged by the Borrower to provide Consulting Services for the preparation or implementation of a project (or an affiliate that directly or indirectly controls, is controlled by, or is under common control with that Consulting firm), shall be disqualified from subsequently providing Goods, Works, or Non-consulting Services resulting from, or directly related to those Consulting Services. This provision does not apply to the various firms (Consultants, contractors, or suppliers), which together are performing the contractor's obligations under a turnkey or design and build contract;
- c. neither a Consultant (including personnel and sub-consultants), nor an affiliate (that directly or indirectly controls, is controlled by, or is under common control with that Consultant), shall be hired for any assignment that, by its nature, creates a conflict of interest with another assignment of the Consultant;
- d. Consultants (including their experts and other personnel, and sub-consultants), that have a close business or family relationship with a professional staff of the Borrower, or of the project implementing agency, or of a recipient of a part of the Bank's financing, or any other party representing or acting on behalf of the Borrower, that is directly or indirectly involved in any part of:

- i. the preparation of the TOR for the assignment;
- ii. the selection process for the contract; or
- iii. the supervision of the contract, may not be awarded a contract, unless the conflict stemming from this relationship has been resolved in a manner acceptable to the Bank throughout the selection process and the execution of the contract.

Consultants may associate with other firms to enhance their qualifications but should indicate clearly whether the association is in the form of a joint venture and/or a sub-consultancy. In the case of a joint venture, all the partners in the joint venture shall be jointly and severally liable for the entire contract, if selected.

A Consultant will be selected in accordance with the Quality and Cost-Based Selection set out in the Procurement Regulations.

Further information can be obtained at the address below during office hours 0900 to 1700 hours.

Expressions of interest must be delivered in a written form to the address below (in person, or by mail, or by fax, or by e-mail) by July 7, 2025.

Bids and Awards Committee I
Attn: OIC- Undersecretary Malcolm S. Garma
c/o Procurement Management Service-BAC Secretariat Division
Rm. M-512, 5th Floor, Mabini Bldg., DepEd Central Office Complex,
Meralco Avenue, Pasig City, Philippines, 1600
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**Teacher Effectiveness and Competencies Enhancement Project
(TEACEP)**

Project Management Service

TERMS OF REFERENCE

**Procurement of Consultancy Services for the Coaching and Professional
Development Program for TEACEP**

I. BACKGROUND

The Department of Education (DepEd) has consistently pursued teacher quality reforms through several initiatives, including a recent cornerstone reform the Philippine Professional Standards for Teachers (PPST) through the DepEd Order 42, 2017. PPST is used as a basis for all learning and development programs for teachers to ensure that they are properly equipped to effectively implement the K-12 program.

In 2017, DepEd, through National Educators Academy of the Philippines (NEAP), was granted accreditation by the Professional Regulation Commission as a provider of Continuing Professional Development (CPD) for teachers. In 2019, DepEd put forward a new reform plan to transform the NEAP organization and professional development programs. According to its new role, NEAP is given the overall responsibility for the design, development, and delivery of professional development for teachers, school leaders and other teaching related personnel. It is also responsible for maintaining training standards and the quality of training delivery.

The Teacher Effectiveness and Competencies Enhancement Project (TEACEP) will support the government's priority teacher reforms, focusing on enhancing teaching quality for literacy, numeracy, and socioemotional skills for kindergarten to grade 6, and ultimately to improve reading and math learning outcomes among elementary students in selected regions in Mindanao. The Project will also support DepEd in rolling out PPST as well as Philippine Professional Standards for School Heads (PPSSH) and Philippine Professional Standards for Supervisors (PPSS)—which guide NEAP in defining and designing professional development programs—and pursuing the implementation of the NEAP Transformation Plan.

II. OBJECTIVES OF THIS ENGAGEMENT

TEACEP, through this engagement, supports professional development activities for teachers, master teachers, school heads, and supervisors from the regional and (SDO) of Regions IX, XII, and BARMM in enhancing/strengthening reading/literacy and mathematics/numeracy skills.

This engagement will contribute to the enhancement in the implementation of professional development programs and practices, particularly in the following areas: (i) instructional coaching at the school level; (ii) conduct of learning action cells (LAC) at the school level; (iii) instructional leadership of master teachers, school heads and supervisors from schools division and regional offices; (iv) in-service training of K-to-6 teachers.

III. SCOPE OF WORK, EXPECTED OUTPUTS AND DELIVERABLES

The contracted learning service provider (LSP) is expected to submit an inception report after receiving the Notice to Proceed. Generally, LSP will bring technical expertise and project management, and work closely with NEAP to ensure that the outputs of this engagement for regions IX, XII, and BARMM are produced, and the agreed approach and activities are successfully carried out and aligned to the requirements indicated in the Project Operation Manual (POM)

The scope of work and expected outputs for this engagement are clustered into seven major components in accordance and outline in the POM

Expected Output/Deliverables	Timeline	Proposed Percentage of Deliverables
M1: Inception Report, including inclusion strategies to be implemented	Q3 of 2025	10%
M2: Coaching Program Design and Toolkit and Coaching Certification Process and Development of Hybrid Classroom Observation Tool (COT), Coaches trained, training package on coaching and mentoring, coaching and mentoring implementation plan; project monitoring mechanism including assessment tools on teachers' performance improvement.	Q3 of 2025	20%
M3: LAC packages on numeracy and literacy, training package for LAC leaders, TOT conducted, LAC implementation plan	Q4 of 2025	10%
M4: Instructional Leadership Learning Package for School Heads; Instructional Leadership Learning Package for Supervisors at the SDO and Regional Offices; Training of Trainers of numbers of selected participants; Instructional Leadership Training Plan	Q1- Q2 of 2026	20%
M5: Enhanced teacher training package on literacy, numeracy and socio-emotional skills for K to 3 Teacher training package on literacy, numeracy and socio-emotional skills for Grades 4-6, Training of trainers for training of Grades 4-6 teachers, Training Plan for Regions IX, XII and BARMM	Q3-Q4 of 2026	20%
M6: Conducted the Validation of achievement for PBC 9 utilizing the developed COT	Q1-Q3 of 2027	10%
M7: Project Terminal Report	Q4 of 2027	10%
Grand Total		100%

o **Component 1: Instructional Coaching at the School Level**

Major Outputs	Target Delivery
Coaching Program Design and Toolkit	Q3 of 2025
Coaching Certification Process	
Development of Hybrid Classroom Observation Tool (COT)	
Numbers of selected participants trained as trainers/coaches	Q3 of 2025
Training package on coaching and mentoring	

This component will develop an enhanced coaching program for Kindergarten to Grade 6 teachers that will ensure more formal, consistent, and effective practices in coaching on enhancing/ strengthening reading/literacy and mathematics/numeracy skills. It will give focus on: (i) ensuring adequate time allocation for the coaching process, (ii) defining clear roles and responsibilities for coaches; (iii) effective training of the coach; (iv) clear linkages to Career Progression¹ for both coaches and teachers; and (v) clear outputs and outcomes to be achieved by teachers through the coaching process. The model principles for effective coaching will be needs-based, differentiated, context-specific, and targeted.

This coaching program will give special focus on competencies and skills needed to teach literacy and numeracy. Associated with Philippine Professional Standards for Teachers (PPST) and Philippine Professional Standards for School Heads (PPSSH), master teachers and school heads will take on a more defined role related to coaching and mentoring. This is complemented by the initiative of the Bureau of Human Resources and Development (BHROD) in drafting policies on master teacher workload that will help ensure that coaches will have dedicated time for coaching.

Since reading and mathematics teaching practices will form the core of coaching and other professional development activities, initial focus will be on teaching the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and the core components of numeracy (numbers, counting, shape, space and measures, and operations and calculations). The coaching will include core elements that will be applicable across grades, but also grade-specific elements. There will be general groupings of grades K-3 and grades 4-6, along with more targeted aspects by grade.

Following intensive trainings, certified coaches will carry out at least monthly coaching sessions² with teachers using targeted activities in the instruction of literacy and numeracy³, as well as how to foster socioemotional skills⁴ in young students and teaching learners from indigenous groups.⁵ During the coaching sessions, coaches will perform demonstrations, conduct lesson observations utilizing classroom observation tools, followed by feedback,

¹ See Executive Order 174 on the Expanded Career Progression (ECP) and its implementing rules and regulation.

² The sessions will primarily be face-to-face, but to reach teachers in remote areas without certified coaches, virtual sessions (e.g., through Zoom, Skype, Microsoft Teams, etc.) are envisaged.

³ This will involve, for example, teaching phonemic awareness, systematic phonics instruction, combined with reading comprehension strategies including oral language instruction in the early grades and more advanced skills of reading and understanding a wide range of high-quality texts, including stories, plays, and poems from across cultures and time periods, interpretation, and critical thinking.

⁴ The project will work with schools in Mindanao and BARMM that are attempting to return to normalcy following violent incidences. The introduction and fostering of socioemotional skills inside and outside of the classroom will provide an additional vehicle to support students who deal with the emotional consequences of having witnessed violence. DepEd has existing mechanisms (including peace-building curriculum) which the project will support when appropriate. This aspect will require collaboration with DepEd to build on existing mechanisms and adapt them to different contexts in the project areas

⁵ Target regions have schools identified with IP education (IPEd) Program. This project will be able to contextualize instruction addressing the needs of the learners and the school community. Tools developed by IPSEO may be utilized to ensure the alignment of DepEd's initiatives on IPEd Program to the outputs of this project.

introduce new teaching and assessment techniques, and have discussions where teachers can ask questions, raise issues, and set goals.

The component activities will include the following:

(i) Development of a Structured Coaching and Mentoring Program Design for teachers at the school level

A program design and structure for how coaching and mentoring of teachers will be delivered at the school level will be developed.

Coaching and mentoring, while both essential to professional development, differ in purpose, structure, and approach. Coaching is typically a short-term, performance-driven process that focuses on improving specific skills, closing performance gaps, and achieving clearly defined goals within a set timeframe. It is structured and goal-oriented, often involving regular sessions between the coach and the coaches, where feedback plays a central role. Coaches use open-ended, thought-provoking questions to help individuals identify their own solutions and promote self-directed learning (Academy to Innovate HR, n.d.; Department of Education, n.d.-a).

In contrast, mentoring is a longer-term, development-focused relationship in which a more experienced individual provides guidance, shares expertise, and supports the personal and professional growth of a less experienced mentee. It is less formal than coaching and tends to be mentee-driven, with meetings scheduled as needed. The mentor often shares personal experiences and advice to help the mentee navigate career transitions and develop competencies over time (Department of Education, n.d.-b; Parsloe & Leedham, 2003).

While both coaching and mentoring involve communication, trust, and support, coaching emphasizes performance improvement through structured processes and self-reflection, whereas mentoring centers on long-term growth through experience-sharing and relationship-building (Whitmore, 2002; Academy to Innovate HR, n.d.).

This design document will include among others the following:

- a. program rationale, objectives and outcomes, scope, general strategies, timeline, and needed resources
- b. coaching and mentoring principles and process, quality and standards
- c. competency framework of coaches and mentors aligned with PPST, PPSSH, PPSS, and other relevant competency frameworks developed and used by DepEd
- d. governance and implementation structure detailing the duties and responsibilities of various actors both within and outside the school to ensure successful implementation of the program
- e. set of guidelines that will aid the different staff and officials at all levels of the Department (Central, Regional,

- schools' division, and school) in carrying out their respective roles
- f. strategies and guidance on how to develop and sustain a productive coaching culture at the school level
 - g. monitoring and evaluation mechanism of the program that will facilitate reporting and proper consolidation of activities, outputs and outcomes of the program.
 - h. coaching toolkit (cf: discussed in the succeeding section) to operationalize the standards and guidelines in the program design.
 - i. coaching and mentoring certification process which will be a major sub-component of the program design and will detail the approach, standards, activities, and tools, requirements, competency development plan for coaches and mentors, and guidelines in its implementation. This certification process includes a Coaches and Mentors Certification Implementation Plan that will meet the target to certify as coaches 60% of master teachers in Regions IX and XII by the Q3 of CY 2026.
 - j. an online network to provide a forum for coaches to collaborate, pose questions, share information and ideas, etc.

The program design must also consider the complementation between and among coaching and mentoring and other professional development activities such as learning action cells (LAC) and other forms of in-service training, and such complementation must be reflected in the manner, scope, and strategy of this coaching program.

The process for developing this program design must consider alignment of existing coaching policies and practices within the Department and as prescribed or advocated by oversight agencies like the Civil Service Commission (CSC). A rapid assessment of coaching activities is in order to take stock on practices that are working for which the design can build on.

(ii) Development of Coaching Toolkit

The coaching program design (as discussed above) will be translated into tools, templates, and metrics to be used in implementing coaching as designed. This coaching toolkit will be user-specific, modular, practical, easy to use, and is consistent with the coaching principles, framework, and quality and standards set out in the coaching program design.

The coaching toolkit will include, but will not be limited to, the following:

- a. instruments for lesson observation, activity planning and goal setting, teacher self-evaluation, formative assessments (i.e., the Pupil Rapid Assessment Test - PRAT, etc.);
- b. a toolkit for coaches-mentees that coaches provide to teachers to facilitate the coaching experience;

- c. a toolkit for coaches and mentors that will guide their delivery of coaching and mentoring sessions and will allow for a formalized structure and program involving lesson observation, progress tracking, goal setting, professional development plans for teachers they are coaching and mentoring;
- d. specific goals for teachers to achieve in their classrooms that are tied to their career progression and promotion;
- e. coaching modules on Literacy and Numeracy for K-6 and other supplementary classroom learning materials (segregated by learning groups i.e. K to 3, Grades 4 to 6);
- f. assessment tools to monitor and evaluate learning outcomes in coaching;
- g. coaching Modules on inclusive education (i.e., culturally responsive to the specific community context of IP learners, foster gender equality, and promote the inclusion of learners with disabilities)
- h. other supporting materials such as videos, coaching and mentoring literatures, etc.

(iii) Development of Hybrid Classroom Observation Tool (COT)

Teachers will be evaluated via classroom observation, capturing practices that teachers have been taught related to teaching literacy and numeracy. As part of the project activities, the DepEd will provide technical assistance to the contracted LSP in the development a hybrid Classroom Observation Tool (COT) based on DepEd COT and the World Bank TEACH⁶ to assess teachers' effectiveness in teaching literacy and numeracy.

(iv) 10-day Intensive Training on coaching and mentoring

Trainers will be selected from NEAP, teacher training institutions, DepEd regional and division offices among others and trained during the school year and will be trained to improve both their coaching and mentoring skills and their knowledge on identified subject matter.

These trainers must be prepared to implement an initial two-week (10 days) accreditation training for potential coaches who will be selected from master teachers, school heads, and where appropriate, high potential Teachers Upon successful completion of the initial training, the trainees will be certified as coaches.

This will include the training package which the trainers will be using when they implement the accreditation training for potential coaches from the three regions covered under this project. The structured training package will include outline of modules, content of each module, time allocation for each module, workplace application, and a plan for assessing content knowledge and training skills during and at the end of training

⁶ Teach Primary is a free classroom observation tool that provides a window into one of the less explored and more important aspects of a child's education: what goes on in the classroom. The tool is intended to be used in primary classrooms (grades 1-6) and was designed to help countries collect data on teaching practices to improve teaching quality following the Teach Primary framework.

As the trained coaches become trainers themselves and implement the training on coaching to the target master teachers in Regions IX and XII as laid out in their Coaches and Mentors Certification Implementation Plan, the LSP experts will observe, guide and assist them in their first 4 batches of training.

Note that for this particular training, the LSP will provide the resource persons from their team of experts but the cost for the conduct of activity will be covered by DepEd. LSP must explore the option of delivering this training using online, face-to-face, or blended modalities.

○ **Component 2: Learning Action Cell Package**

Major Outputs	Target Delivery
LAC packages on numeracy and literacy for K to 6 and other supplemental materials, including two LAC modules on socioemotional skills of learners	Q4 of 2025
Training package for LAC Leaders and Facilitators	
Training of Trainers for LAC	
LAC Implementation Plan	

Teacher collaboration through groups and networks has proven to be a particularly effective mechanism of professional development.⁷ The DepEd Learning Action Cell (LAC) sessions use this methodology for teacher professional development at the school level. The LAC sessions allow for teachers to periodically meet throughout the year and collaborate with one another. Currently, there are 28 LAC sessions for teachers in grades K-3 that focus on specific concepts for teaching literacy and numeracy. However, there may be a need to develop additional LAC sessions related to the coaching programs that will be developed with project support. This component will: (i) support development of new LAC sessions needed to augment the current 28 LAC sessions⁸ with the development of activities and self-study materials that are closely aligned to the coaching that strengthens knowledge and skills related to teaching literacy, numeracy, and socioemotional skills; and (ii) develop new LAC sessions for grades 4-6 specifically related to teaching reading, mathematics, and socioemotional skills. These modules will also provide greater depth of understanding and will include practical activities that teachers can utilize in the classroom to reinforce their application.

The LAC sessions will involve some theory but will be mainly practical. It will include specific tasks such as: (i) how to run the lessons; (ii) how to assess children’s reading and numeracy skill or foster their socioemotional skills; (iii) how to adapt teaching and pace of material given how rapidly children are progressing; (iv) how to solve problems; (v) sharing ideas/learnings problems with other teachers; (vi) how to assess student learning through summative assessments or any existing DepEd issued tool as well as formative assessments; and (vii) role playing. A library of these modules will be developed for selective use by teachers based on their needs. Coaches will be able to assign specific modules to teachers to address individual teacher needs. The modules will be made available on DepEd’s existing Learning Portal for ease of access through conversion or digitalization of the modules.

⁷ Growing Smarter: Learning for Growth in East Asia and the Pacific (2018) World Bank

⁸ The current 28 LAC sessions are specifically related to early literacy and numeracy. This component might also help individual schools review how LAC sessions are currently conducted, topics selected and delivered within existing school spaces (i.e., no new spaces will be constructed or rehabilitated).

The LAC package will include the following:

- a. LAC program strategy and design for TEACEP
- b. Literacy LAC modules for K-3
- c. Teacher guides on common issues faced by students in early grade literacy
- d. Numeracy LAC modules for K-3
- e. Teacher guides on common issues faced by students in early grade numeracy
- f. Reading LAC modules for Grades 4-6
- g. Teacher guides on common issues faced by students in language for Grades 4-6
- h. Math LAC modules for Grades 4-6
- i. Teacher guides on common issues faced by students in math for grades 4-6
- j. LAC modules on social inclusion (including topics on gender, disability, and ethnicity)
- k. Two LAC modules on building socioemotional skills of learners
- l. Assessment LAC modules
- m. Other pedagogy sessions as they are identified in the design process
- n. Package of Training for Master Trainers of LAC
- o. Package of Training for LAC Facilitators

In developing the LAC packages, it is expected that an inventory of existing LAC modules will be conducted to make sure that these modules are not duplicated and their use is optimized. Furthermore, content and field validation will also be conducted where the LAC modules will be presented to DepEd representatives and feedback will be collected to guide the enhancement and revision of the LAC modules. The final output of the LAC package must come in inclusive and accessible format (file format for low vision and print disabilities), in electronic copy and ready for print.

A training of trainers will be conducted to be participated in by master teachers who will serve as trainers of LAC facilitators at the school level. Training of trainers will focus on enhancing both methodology in conducting LAC and content on teaching literacy, numeracy and socio-emotional skills of learners. LSP must explore the option of delivering this TOT using online, face-to-face, or blended modalities.

The LAC Learning Package will be complemented with a LAC Implementation Plan to be consulted to NEAP and DepEd Regional Offices to cover the following targets:

- 2025: At least 30% of teachers in each region (R9 and R12) have participated in LAC sessions packaged by the project.
- 2027: At least 70% of schools in each region are running LAC sessions led by NEAP-trained facilitators.

○ **Component 3: Instructional Leadership for School Heads and Supervisors**

Major Outputs	Target Delivery
Instructional Leadership Learning Package for School Heads	Q1-Q2 of 2026
Instructional Leadership Learning Package for Supervisors at the SDO and Regional Offices	
Training of Trainers of participants	
Instructional Leadership Training Plan	

School heads play a critical role in the quality of instruction in classrooms. Research points to the potential impact on improved student learning when school leaders are trained on how to support teachers. In some cases where principals were equipped with the right “management” skills (that is, to be able to guide teachers with instructional planning activities, support changes to instructional practices based on student assessment data and observe classes and provide structured feedback to teachers), student achievement increased significantly⁹.

Instructional supervision provided by school heads to the teachers is complemented by the support and expertise that supervisors at the division and regional offices give. While the Education Program Supervisors are content specialists, the Public Schools District Supervisors are responsible that instructional support (i.e. learning materials, etc) are provided throughout the schools. Together, the roles of these leaders are vital in creating a nurturing teaching and learning environment for both teachers and learners.

Two sets of training packages will be developed for these instructional leaders: (1) for school heads, (2) for supervisors. These training packages will address the critical competencies – both leadership and technical – that are essential in performing their instructional leadership role. The package will include a specific topic that will facilitate development of a system and accompanying plan to be implemented at the school level to identify at-risk learners and take measure to mitigate dropouts, especially among boys. This plan will be among the outputs that participants are expected to produce at the end of the training, and will subsequently be implemented at their respective schools.

In developing these training packages, the following considerations must be taken into account:

- a. Each training package is equivalent to a 10-day engagement, which can be delivered in different modalities: online, face-to-face or blended; synchronous or asynchronous.
- b. Aligned with relevant competency frameworks: PPST, PPSH, PPSS, and other references
- c. Review and consolidation of existing resources or training programs provided by DepEd for these leaders, and its enhancement based on identified gaps to be addressed and complemented.
- d. Feedback from Training of Trainers (see discussed below) are used as input in finalizing the training packages.
- e. The training packages must come in inclusive and accessible format (file format for low vision and print disabilities), in electronic copy and ready for print

Together, they help ensure that effective instructional supervision and support are provided to teachers. A separate training package will be developed to enhance the specific competencies that are required in this role and to facilitate a collaborative working environment across these three levels of education governance.

A group of school heads, supervisors, superintendents and regional leaders will be tapped as trainers and resource persons in delivering the training to the target cohort. To prepare them for this role, a training of trainers will be conducted by the LSP. Note that while the LSP will prepare the TOT design

⁹ Fryer, R., *Management and Student Achievement: Evidence from a Randomized Field Experiment*, Harvard University, 2017

and package and tap into their team experts as resource persons, DepEd will cover the cost for participants' room and board, materials, and transportation. The training packages will be accompanied with an Instructional Leadership Training Plan consulted o NEAP and DepEd Regional Offices to cover TEACEP target: in 2026, at least 60% of school heads and supervisors in each region are trained on management and instructional leadership with focus on literacy and numeracy.

○ **Component 4: Teacher Training Packages for K to 6**

Major Outputs	Target Delivery
Enhanced teacher training package on literacy, numeracy and socio-emotional skills for K to 3	Q3 of 2026
Teacher training package on literacy, numeracy and socio-emotional skills for Grades 4-6	Q3 of 2026
Training of trainers for training of Grades 4-6 teachers	Q4 of 2026
Training Plan for Regions IX, XII and BARMM	Q4 of 2026

In 2024, NEAP delivered the training titled Orientation and Training for Teachers and School Leaders on Developing/Strengthening Learners' Literacy/Reading and Numeracy/Mathematics for Key Stage 1 teachers and school leaders. It capacitated the participants to improve instructional practices in teaching literacy and numeracy skills.

Part of the contracted LSP's deliverable is to enhance the teacher training package for K to 3 and will use the feedback gathered from the implementation as among the bases for enhancing the materials.

Similarly, a training package for Grades 4-6 teachers focusing on literacy, numeracy and socio-emotional skills will be developed and implemented by the contracted LSP. In developing this training package, the following must be considered:

- a. Alignment with training package for K to 3 teachers
- b. Alignment with PPST, Expanded Career Progression requirements, NEAP standards to meet CPD units
- c. Harmonizing various training packages with focus on literacy, numeracy, and socio-emotional skills offered by different units at DepEd Central Office (i.e. NEAP, Bureau of Learning Delivery, Bureau of Curriculum Development, Bureau of Learning Resources) and the two regional offices concerned.
- d. Feedback on content and methodology during Training of Trainers (TOT).

High performing supervisors, school heads, master teachers from Regions 9, 12 and BARMM will be tapped to constitute the pool of trainers who will cascade the training to Grades 4-6 teachers in the region. During the TOT, the contracted LSP will provide learning facilitators and subject matter experts who will serve as resource persons in various topics and sessions. DepEd will cover the cost for participants' room and board, materials, and transportation. The LSP will work with NEAP and the DepEd Regional Offices to develop training plans for each of the three regions.

The two sets of teacher training packages must come in inclusive and accessible format (file format for low vision and print disabilities), in electronic copy and ready for print.

- **Component 5: Conduct of Teacher Evaluation using the Developed Hybrid Classroom Observation Tool (COT)**

Major Outputs	Target Delivery
Teachers in Region IX, XII and BARMM will be evaluated via classroom observation, capturing practices that teachers have been taught related to teaching literacy and numeracy.	Q1 - Q3 of 2027

- The LSP shall utilize the developed Hybrid COT to conduct classroom observations of three teachers per school in the recipient regions throughout the duration of the contract. These observations will generate data to support Performance-Based Condition (PBC) 9 in Regions IX and XII, in accordance with the verification protocols outlined in the Project Operations Manual. The Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) is exempted from PBC verification under the current guidelines.
- In addition, the LSP will facilitate the transfer of knowledge and capacity-building for school leaders on the proper use and application of the Hybrid Classroom Observation Tool (COT). This aims to ensure that school leadership can sustain the effective implementation of classroom observations beyond the contract period.

- **Component 6: Inclusion and Environment**

The contracted LSP will engage a Gender Equality, Disability, and Social Inclusion (GEDSI) expert and environmental expert to ensure that inclusion standards and principles are integrated and observed in the entire duration of project implementation. The LSP’s proposal must detail its strategies on how it will integrate inclusion and environment standards and practices in the design, implementation, and outputs of the project.

Under this component the following are expected to be provided:

- a. Foster knowledge, skills, and attitudes of teachers, school heads and supervisors towards the promotion of GEDSI and environment in their teaching practices
- b. Promote innovative ways to enhance understanding of inclusive learning that fosters gender equality, respects the rights of IPs learners, and responds to the needs of learners with disabilities
- c. Training materials for Master Trainers and Master Teachers on how to create respectful and supportive learning experiences for all students, including for IP learners and learners with disabilities, and environmental conservation
- d. Adoption and promotion of culturally appropriate learning resources and practices responsive to the specific context of IP learners and their environment
- e. Action research framework and design that is culturally appropriate for IP communities.

Component 7: Development and Contextualization of the Coaching and Training Package for BARMM-MBHTE

During the development, the firm shall consider the requirements such as Bangsamoro Teachers Professional and Moral Development (BTPMD) Standards, Bangsamoro Education Code, Bangsamoro Organic Law, and among others as mentioned in the POM. Further, the LSP will engage a local consulting service with expertise in the BARMM context. The LSP also expected to contextualize the developed training and coaching package to reflect the specific nuances of BARMM-MBHTE for effective cascading.

- **Component 8: Project Progress Monitoring and Impact Evaluation**

The contracted LSP is expected to design and develop a technology-aided monitoring mechanism that will facilitate collection, reporting, and consolidation of data and other document requirements related to the project implementation. The data requirements will be aligned with the requirements of the independent verification process.

The contracted LSP is also expected to conduct an impact evaluation of the outputs and their implementation. This will be the basis for the sustainability of the projects and improvement of related programs of NEAP.

Component 9: Terminal Report

The contracted LSP is expected to submit a Terminal Report before the end of Q4 of 2027, summarizing the CPDP. The report should outline the program's objectives, evaluating its effectiveness in enhancing coaching skills, instructional practices, and professional growth. It must detail activities conducted, including training sessions, workshops, mentoring and coaching engagements.

The accomplishments section should present measurable outcomes, such as skill improvements, assessment results, and participation feedback. The report must also address challenges faced, including resource constraints, engagement issues, and implementation barriers, along with mitigation strategies.

Lastly, the lesson learned should highlight best practices, areas improvement, and recommendations for future program enhancements. The report should be structure, evidence based, and actionable to support continuous professional development efforts.

IV. Team Composition and Qualification of Key Experts

- **Firm Qualification**

The following are the considerations of DepEd in the selection of the service provider:

- d) Preferably eight (8) years of experience and expertise in designing, implementing, and monitoring professional development projects and other human resource development interventions for various national agencies
- e) Preferably handled 2 contracts/ projects related to designing, implementing, and monitoring professional development and other human resource development interventions
- f) The Firms's team shall at least comprise of the following key experts (or an equivalent staffing configuration):

- xi. (1) Team Leader
- xii. (1) Project Manager
- xiii. (1) Coaching and Mentoring Expert
- xiv. (2) Literacy Expert for K-6
- xv. (2) Language Expert for K-6
- xvi. (2) Numeracy Expert for k-6
- xvii. (2) Mathematics Expert for K-6
- xviii. (1) Learning Assessment Expert
- xix. (1) Instructional Leadership Expert
- xx. (1) GEDSI Expert

g) Must have a maximum four (4) ongoing contracts and/or projects

o **Team Members' Qualification**

At the minimum, the project team will be composed of at least 14 team members of various expertise. Depending on the LSP's proposed approach and strategies, additional team members may be added.

Expert Consultants	No.
Team Leader	1
Project Manager	1
Coaching and Mentoring Expert	1
Literacy Expert for K-6	2
Language Expert for K to 6	2
Numeracy Expert for K-6	2
Mathematics Expert for K to -6	2
Learning Assessment Expert	1
Instructional Leadership Expert	1
GEDSI Expert	1
Minimum Team Composition	14

Qualification of the different experts are outlined below and will be among the bases for evaluating a provider's proposal.

=Expert	Team Leader
No. of Expert/s	1
Qualification <ul style="list-style-type: none"> • Master's degree preferably in education, education leadership, human resource development, psychology, project management, economics, or other courses • Has more than ten (10) years of experience preferably in managing education projects (in teacher professional development, coaching, or other related areas); involvement in large-scale project design and management, management either local or national educations, or other related experiences • Has more than three (3) years of work experience in the Mindanao and is knowledgeable in at least two (2) of the official languages of the country 	
Expert	Project Manager
No. of Expert/s	1
Qualifications <ul style="list-style-type: none"> • Master's degree preferably in education, teaching, education policy, psychology, or other courses 	

<ul style="list-style-type: none"> • Has more than eight (8) years of experience preferably in managing education projects (in teacher professional development, coaching, or other related areas), in large-scale project design and management, management either local or national education agency, project management, or other related fields. • Has more than three (3) years of work experience in Mindanao and is knowledgeable in at least two (2) of the official languages of the country 	
Expert	Coaching and Mentoring Expert
No. of Expert/s	1
<p>Qualifications</p> <ul style="list-style-type: none"> • Master's degree preferably in education, teaching, education policy, psychology, or other courses • Has more than five (5) years of experience preferably: (i) as a teacher coach, or teacher trainer, with experience working in the Philippines; (ii) developing large-scale teacher professional development and/or coaching programs and complementary teaching training materials in developing countries, incorporating global expertise into country application; (iii) large-scale project design and management ; (iv) experience working on learner diversity inclusivity in gender in areas in gender inclusivity, learners with special needs, Indigenous Peoples education, Muslim education and education in conflict areas; (v) experience leading or as a key team member preferably in research on teacher professional development, coaching, or other related areas ; (vi) experience working with, or as a part of, a local or national education agency; or (vii) other related fields • Has more than three (3) years of work experience in any region in the country and is knowledgeable in at least two (2) of the official languages of the country 	
Expert	Instructional Leadership Expert
No. of Expert/s	1
<p>Qualifications</p> <ul style="list-style-type: none"> • Master's degree preferably in education, teaching, education policy, psychology or other courses • Has more than five (5) years of experience preferably (i) as a teacher, school principal, or teacher trainer, with experience working in the Philippines context; (ii) developing teacher professional development and/or instructional leadership programs in the Philippines or other similar countries; (iii) experience in large-scale project design and management; (iv) experience working with, or as a part of, a local or national education agency; (v) experience working on learner diversity issues in areas such as gender, learners with disabilities, Indigenous Peoples education, Muslim education and education in conflict areas; or (vii) other related fields. • Has more than three (3) years of work experience in any region in the country and is knowledgeable in at least two (2) of the official languages of the country 	
Expert	Literacy Experts for K to 6
No. of Expert/s	2
<p>Qualifications</p> <ul style="list-style-type: none"> • Master's degree preferably in education, teaching, education policy, psychology, or other courses • Has more than five (5) years of experience preferably: (i) leading or as a key team member in research on reading development, teacher professional development and coaching, language and reading acquisition, assessment of reading, learning difficulties and other related areas; (ii) as a teacher, coach, or teacher trainer, with experience working in the Philippines context; (iii) research on reading development, teacher professional development and coaching, language and reading acquisition, assessment of reading, learning difficulties; (iv) experience developing and evaluating remedial reading interventions in developing countries, especially in low literacy environments; (v) experience working on learner diversity issues in areas such as gender, learners with disabilities, Indigenous Peoples education, Muslim education and education in conflict areas other related fields; (vi) experience working with, or as a part of, a local or national education agency; or (vii) other related fields. 	

	<ul style="list-style-type: none"> Has more than three (3) years of work experience in any region in the country and is knowledgeable in at least two (2) of the official languages of the country
Expert	Language Expert for K to 6
No. of Expert/s	2
Qualifications	
<ul style="list-style-type: none"> Master's degree in education, teaching, education policy, psychology or other courses Has more than five (5) years of experience preferably in (i) leading or as a key team member in research on reading development, teacher professional development and coaching, language and reading acquisition, assessment of reading, learning difficulties and other related areas; (ii) work experience as a teacher, coach, or teacher trainer, with experience working in the Philippines context; (iii) experience in large-scale project design and management (desirable); (iv) experience working with, or as a part of, a local or national education agency; (v) experience working on learner diversity issues in areas such as gender, learners with disabilities, Indigenous Peoples education, Muslim education and education in conflict areas; or (vi) other related fields Has more than three (3) years of work experience in any region in the country and is knowledgeable in at least two (2) of the official languages of the country 	
Expert	Numeracy Experts for K to 6
No. of Expert/s	2
Qualifications	
<ul style="list-style-type: none"> Master's degree preferably in education, teaching, education policy, psychology or other courses Has more than five (5) years of experience preferably (i) as a teacher, coach, or teacher trainer, with experience working in the Philippines context (strongly desirable); (ii) experience as a key team member in research on mathematics development, teacher professional development and coaching on mathematics, or other related disciplines; (iii) experience in large-scale project design and management; (iv) experience working with, or as a part of, a local or national education agency; (v) experience working on learner diversity issues in areas such as gender, learners with disabilities, Indigenous Peoples education, Muslim education and education in conflict areas; or (vi) other related fields Has more than three (3) years of work experience in any region in the country and is knowledgeable in at least two (2) of the official languages of the country 	
Expert	Mathematics Expert for Grades K to 6
No. of Expert/s	2
Qualifications	
<ul style="list-style-type: none"> Master's degree preferably in education, teaching, education policy, psychology or other courses Has more than five (5) years of experience preferably (i) as a teacher, coach, or teacher trainer, with experience working in the Philippines context (strongly desirable); (ii) experience as a key team member in research on mathematics development, teacher professional development and coaching on mathematics, or other related disciplines; (iii) experience in large-scale project design and management; (iv) experience working with, or as a part of, a local or national education agency; (v) experience working on learner diversity issues in areas such as gender, learners with disabilities, Indigenous Peoples education, Muslim education and education in conflict areas; (vi) other related fields. Has more than three (3) years of work experience in any region in the country and is knowledgeable in at least two (2) of the official languages of the country 	
Expert	Learning Assessment Expert
No. of Expert/s	1
Qualifications	
<ul style="list-style-type: none"> Master's degree preferably in in education, in educational measurement, assessment, psychometrics, or other courses Has more than five (5) years of experience preferably leading or as a key team member preferably in (i) research on educational assessment, student assessment, psychometrics, and other related areas (ii) experience in large-scale project design and management; (iii) 	

<p>Experience working with, or as a part of, a local or national education agency; (iv) experience working on learner diversity issues in areas such as gender, learners with disabilities, Indigenous Peoples education, Muslim education and education in conflict areas; or (v) other related experience, with hours of training preferably learning assessment or other related trainings</p> <ul style="list-style-type: none"> • Has more than three (3) years of work experience in any region in the country and is knowledgeable in at least two (2) of the official languages of the country 	
Expert	GEDSI Expert
No. of Expert/s	1
<p>Qualifications</p> <ul style="list-style-type: none"> • Master’s degree preferably in in education, teaching, education policy, psychology, anthropology, sociology, or other courses • Has more than five (5) years of experience preferably in (i) developing teacher professional development and/or instructional leadership programs with focus on inclusive education in the Philippines or other similar countries; (ii) experience in integrating gender equality, disability-inclusive education, and inclusion of indigenous Peoples in education programs; (iii) experience working with IP communities specifically in culture-based education; (iv) experience in doing culturally appropriate research in IP communities; (v) experience working with, or as a part of, a local or national education agency; (vi) involvement in initiatives related to the following: culture-based curriculum enhancement, innovations in culturally appropriate teaching-learning processes, development of culture-based learning materials, and provision of technical assistance to community based IPed implementors; or (vii) other related fields, with hours of training preferably in IPed education or other related trainings • Has more than three (3) years of work experience in any region in the country and is knowledgeable in at least two (2) of the official languages of the country 	

V. Institutional Arrangements

The contracted LSP will be working closely and under the guidance of the National Educators’ Academy of the Philippines, particularly with the Office of the Director (OD) and with the Professional Development Division (PDD) of the bureau. A technical team led by NEAP, and with representatives from the two DepEd Regional Offices and BARMM MBHTE’s assigned unit will be working closely with the LSP to provide guidance, input, and monitor the implementation of activities.

Other offices that may be involved in this project includes the Bureau of Curriculum Development (BCD), Bureau of Learning Delivery (BLD), and Bureau of Learning Resources (BLR), and Project Management Services (PMS). A quarterly meeting will be scheduled to track progress of implementation, and to discuss and collaborative design solutions to challenges experienced during implementation. If NEAP finds that there is a need to call the LSP for a meeting or any related activity, the contracted LSP must adhere. This meeting will involve DepEd’s technical team, PMS, and World Bank representative.

The LSP shall be provided with the following documents to determine initial insight into the project:

1. TEACEP Project Design Document;
2. TEACEP Project Appraisal Document (PAD);
3. TEACEP Updated Project Operations Manual (POM); and
4. This Terms of Reference.

VI. Terms of Payment

The payment of the firm shall be made upon the submission of accomplishment report, certificate of service rendered and acceptance of outputs or certificate of retainership signed by the Head of Office or End User following all prescribed accounting rules and regulations.