

Government of Pakistan  
Ministry of Federal Education and Professional Training  
**Project Coordination Unit**

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**REQUEST FOR EXPRESSION OF INTEREST (REOI)  
ON ENVIRONMENT FOR LIVING & ENTREPRENEURSHIP CURRICULUM LEARNING  
MATERIAL FOR SELECTION OF FIRM ON CQS BASIS**

The Ministry of Federal Education & Professional Training is implementing World Bank's funded Program "Action to Strengthen Performance for Inclusive and Responsive Education Program (ASPIRE)". A Project Coordination Unit (PCU) has already been established by the Ministry which will provide guidance on, and oversight to, the overall implementation and performance of the program.

Detailed qualification and eligibility criteria, scope of the services /TORs are available on the website of Ministry of Federal Education and Professional training at <http://www.mofept.gov.pk>. /World Bank STEP portal Link ASPIRE. The consultancy firm will be selected in accordance with the CQS Constantan's services method of World Bank's Procurement Regulations for IPF Borrowers 2016, revised November 2017, August 2018 and November 2020. The firm Will be hired under World Bank Procurement Interested Individuals, meeting the eligibility and qualification criteria as mentioned in TORs, may submit their Expression of Interest till 7<sup>th</sup> August 2024 at 3:00 PM and opening would be at 3.30 PM under following criteria: The competent authority reserves the right to cancel the process at any stage without assigning any reason.

**Important Instructions:**

The firm is expected to meet the following qualification criteria:

1. Have academic experts on its team with at least a master's degree in Environmental Science, Education, Business Management, Social Sciences, or a related field.
2. Minimum 4 years of experience in curriculum and teaching and learning material development.
3. Minimum 3 years of curriculum implementation experience in schools.
4. Knowledge of various approaches to education, learning theories, pedagogy, assessment, blended learning, and traditional & non-traditional education.
5. Demonstrable competence and experience required in traditional learning, assessment, training development, delivery, and evaluation is required
6. Previous experience of doing educational service projects on development of curriculum in teaching and learning material with minimum 4 Years' experience in public and private.
7. SECP registered firms with valid NTN/GST /other legal registration documentation is mandatory
8. Annual Turnover for last three years must be 10 million.
9. Previous two similar assignments done at national or provincial level

**Procurement Specialist ASPIRE**  
**Project Coordination Unit, Khyaban-e-Suharwardy, Zero Point, Pakistan Manpower Building, Gate 3, G-7/1, Ministry of Federal Education and Professional Training, Islamabad.**

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## **Terms of Reference**

### **“Environments for Living” and “Entrepreneurship” Curriculum, and Teaching and Learning Material Development and Implementation**

#### **under the Actions to Strengthen Performance for Inclusive and Responsive Education Program (ASPIRE)**

**31<sup>st</sup> May, 2024**

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### **Introduction**

The Ministry of Federal Education and Professional Training (MoFEPT) aims to promote education for sustainable development and entrepreneurship among students. To do so, MoFEPT plans to develop curriculum and teaching and learning material on the themes “Environments for Living” and “Entrepreneurship” and execute its implementation in 300 Federal Directorate of Education (FDE) schools.

The purpose is to provide conceptual knowledge, foster creativity, innovation, attitudinal dispositions, motivation, cognitive abilities and skills, and the confidence and appropriate behaviours to apply such knowledge to make effective decisions in a range of contexts.

### **Alignment with ASPIRE**

Actions to Strengthen Performance for Inclusive and Responsive Education Program (ASPIRE) is part of the World Bank’s COVID-19 Education support package in Pakistan and helps the Government of Pakistan (GoP) in the immediate response to the COVID-19 crisis and supporting education systems in becoming more responsive, resilient, and inclusive. The ASPIRE program is implemented by the Ministry of Federal Education and Professional Training (MoFEPT) in close coordination with provincial departments of education and aims to support the GoP to (i) respond to school disruptions caused by the COVID-19 pandemic; (ii) recover access and improve education quality; and (iii) enhance sector resilience through better coordination, with a focus on disadvantaged areas and vulnerable populations.

Under the World Bank funded projects, Response Recovery and Resilience in Education Project (RRREP), and Pandemic Response Effectiveness in Pakistan (PREP) distance learning content have been secured ensuring alignment with the Pakistan National Curriculum and the provincial students learning objectives of the varying subjects. While digital resources have been secured, there exists a crucial gap in Environment and Entrepreneurship education. The two themes have been integrated in the national curriculum with a staggered approach under

various subjects. It is imperative to address this gap to ensure environment and entrepreneurship education goes beyond traditional academic content and learning, cultivating essential life skills such as critical thinking, inquiry, problem solving, project based learning, cooperative learning and communication skills.

## **Rationale**

### **1. Environments for Living**

The world is facing climate change that threatens people with increased flooding, extreme heat, scarcity of food and water, famine, disease, and economic loss. It fears to reverse all the progress that has been made to achieve the Sustainable Development Goals. Education is a critical agent in addressing the issue of environmental issues and climate change. One of the key principles of the UN Framework Convention on Climate Change (UNFCCC) recommends educating the public on climate change as education has clearly a potential to encourage people to change their attitudes and behaviour. It also helps them to make informed decisions. The education sector has the potential and can offer an opportunity to combat climate change.

Climate change adaptation and mitigation strategies require learning new knowledge and skills and changing behaviours to reduce the vulnerabilities and manage the risks of climate change. Therefore, investing in quality education to combat climate change is an essential approach. Sustainable Development Goal 13 - **Take urgent action to combat climate change and its impacts**, recommend serious measures to be taken in this regard.

The curriculum and teaching and learning material development, and its implementation will provide the students knowledge, skills, and values to help children appreciate and understand the environmental dynamics at play in the world around them. And, to understand the challenges caused due to climate change and environment issues and the effect of the physical consequences like more frequent extreme weather, melting glaciers and shorter growing seasons. All these add to the existing pressures on the vulnerable societies. The program based on the curriculum will instil a sense of environmental responsibility and empower students from an early age to become informed and proactive for a greener and more sustainable future. The ultimate outcome will be reduced vulnerabilities and resilient societies.

### **2. Entrepreneurship**

The entrepreneurship education will contribute to the holistic development of students and help them achieve their learning outcomes, both academically and personally. The aim is foster creativity, innovation, and an entrepreneurial mindset among young students. By introducing entrepreneurial concepts at an early age, children will be equipped with essential skills such as problem-solving, critical thinking, and leadership, preparing them for success in

an ever-evolving world. It focuses on developing real-world skills that will help students to lead exceptional lives in a rapidly changing world. Nurturing an entrepreneurial mindset among students paves way for a culture of innovation and job creation, ultimately driving economic growth and prosperity. The students will be given opportunities to develop essential business skills through age-appropriate practical, hands-on experiences. Students will be given the opportunity to think out of box to nurture unconventional talents and skills which are important for future development. Overall, entrepreneurship education promotes independent thinking and lifelong learning skills, and will prepare students for the complex changing global and technological world.

**Objective of the Assignment**

The key objective of the assignment is to develop curricula, and interactive teaching and learning material on the themes “Environments for Living” and “Entrepreneurship” and execute its implementation in overall 300 Federal Directorate of Education (FDE) schools.

Each curriculum will be developed for following targeted grades.

Sr. #	Curriculum	Grade Level	
1	Environments for Living	ECE – Grade 5	Grades 6 – 8
2	Entrepreneurship		Grades 6 – 8

**Target Beneficiaries**

Environments for Living: ECE - Grade 8 students of 150 schools

Entrepreneurship: Grade 6 - 8 students of 150 schools

**Time Frame**

July - December, 2024

**Recommended Curricular Themes**

The following thematic areas will be covered in the program:

## 1. Climate Change & Environmental Literacy

a. Weather, climate and environment	b. Introduction to water resources
c. The Ocean and Global Climate	d. Natural World around us
e. General ecology	f. Population, food and the environment
g. Valuing the environment	h. Environmental health
i. Environmental economics	j. Human modifications of natural environments
k. Climate change: Current geographic issues	l. Global climate change and human societies
o. Environmental sustainability	p. Introductions to sustainable cities
q. Sustainable environmental planning and landscape design	r. Marine sciences and society
s. Environmental science and conservation	t. Environmental literacy and poverty eradication
u. Renewable energy	v. Environment for a liveable planet
w. 4 <sup>th</sup> Industrial Revolution	

## 2. Entrepreneurship

a. Introduction to Entrepreneurship and its terminologies	b. Entrepreneurial Mindset and Skills
c. Market Research, identifying and pursuing opportunities	d. Idea generation
e. Product and Service Development	f. Planning, Execution and Managing risks
g. Basic Legal Framework	h. E-Commerce
i. Social Entrepreneurship	j. Effective Communication
k. Design thinking	l. Collaboration
m. Pitching	n. Digital Financial Literacy (Knowledge and use of Fintech and digital transactions)
o. Use of Artificial Intelligence in Business	

### Key Activities to be implemented during Pilot Phase

“Environments for Living” and “Entrepreneurship” curriculum will be initially implemented in 150 FDE primary schools and 150 middle schools respectively covering all students.

All the following activities will be completed in consultation with the Federal Directorate of Education (FDE), National Curriculum Council and MoFEPT/ Project Coordination Unit.

### Curriculum and Content Development:

- Design and develop grade-specific print content aligned with the Pakistan National Curriculum goals, objectives and students learning outcomes.
- Creation of instructional materials, resources, and lesson plans tailored to different grade levels and subject areas.

- Integration of inquiry, hands-on activities, problem solving, project based and experiential learning opportunities, and interdisciplinary projects to engage students in active learning.
- Development of supplementary educational resources, such as workbooks, multimedia materials, gamified content and online resources.
- Creation of interactive learning tools, educational games, and digital platforms to enhance student engagement and learning.

#### **Training and Professional Development:**

- Training sessions for teachers, management and school staff on implementing climate change and the environmental literacy program and entrepreneurship effectively.
- Workshops and professional development opportunities to enhance teachers' knowledge of environmental and entrepreneurship concepts, teaching strategies, and best practices.
- Provision of ongoing support and resources to assist teachers in delivering high
- quality climate change and environmental education instruction.

#### **Program Implementation:**

The environments for living and entrepreneurship programs will be executed in 150 schools each in rural Islamabad targeting around 5000 young students and 200 teachers from Grade ECE - 8.

- Coordination with relevant stakeholder: Coordination and facilitation of program activities with relevant stakeholder including Federal Directorate of Education, Ministry and Project Coordination Unit for conducting including classroom instruction, field trips, training instruction etc.
- Sessions with Students: Conducting interactive workshops and learning sessions, and activities with students and community projects.

#### **Entrepreneurship**

- Assign Entrepreneurship Fellows: Onboarding and assigning at least one entrepreneurship fellow to each school to coordinate and execute the program in schools.
- Guest Speaker Sessions: Organizing guest speaker sessions with successful entrepreneurs, business professionals, and industry experts to share their experiences and insights with students.
- Field Trips and Experiential Learning: Planning and coordinating field trips to local businesses, startup incubators, and innovation hubs to provide real-world exposure and hands-on learning experiences.

- **Mentorship and Coaching:** Facilitating mentorship and coaching sessions, matching students with mentors from the business community, and providing ongoing support and guidance.
- **Program Report:** An end of the program report documenting program activities, student participation, and learning outcomes.

### **Key Deliverables**

1. Inception Report including:
  - Workplan with timelines and responsibilities
2. Development of curricula for grade ECE – 5 (Environments for Living), grades 6 – 8 (Environments for Living, Entrepreneurship)
3. Submission of the Environments for Living and Entrepreneurship curricula, Teaching and Learning materials, and implementation plan
4. Curriculum implementation plan execution in 300 schools
5. Assignment completion report submission

### **Reporting**

The firm/ consultant will report to the National Project Director, ASPIRE, MoFEPT and will work closely with the FDE team, Academic and Training Specialists at the PCU, MoFEPT.

The MoFEPT/ FDE/ PCU will give final approval to the firm.

### **Work plan, Time-frame & Payment Schedule**

The following work plan and time-frame will be adhered to for the high quality and timely achievement of deliverables:

<b>Activity</b>	<b>Responsibility</b>	<b>Date</b>
Kick-off meeting	Firm/PCU/ FDE	July, 2024
Inception Report submission & approval	Firm/ FDE/ PCU	August, 2024
Submission of curriculum/ teaching and learning material/ implementation plan	Firm/ FDE/ PCU	October, 2024



Execution of curriculum implementation in 300	Firm/ FDE/ PCU	November 2024
Handholding	Firm	November - December, 2024

**Eligibility Criteria:**

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5. Demonstrable competence and experience required in traditional learning, assessment, training development, delivery, and evaluation is required