

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

**REQUEST FOR EXPRESSION OF INTEREST (REOI)
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 Constantans' 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 31st July 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. Demonstrated experience in designing, developing, and implementing entrepreneurship education and environmental education digital content for children and youth.
2. Demonstrated experience in developing high quality age-appropriate digital content for students.
3. Shall have a dedicated R&D team including educationists, script writers, graphic artists, animation artists, IT resources, editors which can create the scripts and produce videos that completely address an SLO in 4 – 5 persons days of production effort.
4. Previous experience of doing educational service projects on development of content with minimum 2 Years experience in public and private
5. SECP registered firms with valid NTN/GST /other legal registration documentation is mandatory
6. Annual Turn over for last three years must be 10 million.
7. 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 Islamabad**

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Terms of Reference

**Digital Content Development on “Environments for Living” and “Entrepreneurship”
Curriculum**

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

9 May, 2024

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 interactive and gamified digital content and assessment solutions on “Environments for Living” and “Entrepreneurship”.

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 interactive and gamified digital content development 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 also, 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 digital content 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 interactive and gamified digital content on the “**Environments for Living**” and “**Entrepreneurship**” curricula.

The digital content will be developed under each theme for following targeted grades.

Sr. #	Curriculum	Grade Level	
		ECE – Grade 5	Grades 6 – 8
2	Entrepreneurship		Grades 6 – 8

Target Beneficiaries

Environments for Living: ECE - Grade 8 students

Entrepreneurship: Grade 6 - 8 students

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. Industrial Revolution	

2. Entrepreneurship

a. Introduction to Entrepreneurship and its terminologies	b. Entrepreneurial Mindset and Skills
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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 Deliverables

1. Inception Report including:
 - Workplan with timelines and responsibilities
 - Teachers and management training plan
2. Development of digital content
3. Submission of digital content
4. Submission of teachers and management training plan, modules
5. Execution of teachers and management training and training report submission
6. Assignment completion report submission

8. Handholding

Reporting

The firm will report to the National Project Director, ASPIRE, MoFEPT and will be expected to 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.

Digital content requirements

Duration	15 minute age-appropriate instruction for each learning objective
Medium	<ul style="list-style-type: none">· Digital multimedia videos (for use in TV or internet)
Language	<ul style="list-style-type: none">· Urdu with English terminology
Accessibility	<ul style="list-style-type: none">· Ensuring diverse accommodations: content will be preferred that offers features for special needs including captions for learners with hearing loss, sign language, descriptive audio for visually impaired learners and plain language for those with intellectual disabilities.
Assessments	<ul style="list-style-type: none">· Formative and Summative· Digital and synchronized/embedded with content and accessed through internet
Resources supplied with content	<ul style="list-style-type: none">· Training video/materials for teacher/care giver on how to use this content to maximize learning including for scripted learning and remedial pathway for at risk students
Video Content Resources	10 fully developed videos along with assessments, quizzes and data compilation techniques backed by evident national scoring and progression benchmarks for review.

Curriculum & Digital Content Instructional Design and Pedagogy Standards

- Relevant to the learning areas specific National PNC and provincial student learning outcomes (SLO mapping)
- The content covers benchmarks, standards, strand, sub strands, themes concepts and skills in the curriculum design
- The content is appropriate to the level of the learner
- The content is organized in a logical sequence
- It reflects approaches to inculcating core values
- Content exhibits Gender Sensitive and Inclusive approaches
- Comparison of male/female characters in the content on the basis of which lesson they feature on, their designation, their attributes, their ability, their interaction (whether at work, school or home) and ethnicity.
- To gauge whether male pronouns, examples are the default, or the content is gender inclusive

Desired content characteristics

The desired characteristic of the content is given in the following table.

Desired Characteristic	Explanation
Technical	<ul style="list-style-type: none">· Interoperability of the content – can be used in low/high-tech environment/ devices· Software used within the learning object is common and easily accessible to all users.· The content is available on offline/ online mode· The content has downloadable components within the digital content· Video animation and sound file formats can be played on freely available and commonly used plug-ins or players.· Learning object multimedia has been optimized for size and use with standard computer graphics and systems

	<p>i.e., compressed files; MP3 files, JPEG or TIFF for photos, and GIF or PNG for computer graphics).</p>
Layout	<ul style="list-style-type: none"> · A simple, consistent, and accessible structure for the navigation of learning object materials is available · Screen layout is logical and consistent · The digital content streams smoothly · The content has features that make it interesting and interactive · Sound is properly synchronized with all the elements
Audio visual excellence best practice	<p>The multimedia tools, characters, graphics and lesson themes should be contemporary and updated according to international design trends, Universal Design for Learning (UDL) addressing diverse needs of children and quality best practice.</p>
Cultural and social fit	<p>Content should be culturally appropriate. Local sensitivities must be catered to, particularly at grassroots and rural environments where heavy use of this content is anticipated. Actors, character, and situations must be domestic and culturally identifiable to the children. Examples and synthesis of learning must emphasize experiential learning and be aligned with social and cultural context and environment of the target audience.</p>
Pedagogical approach	<p>The content is appropriate to the level of the learner and organized in a logical sequence.</p> <p>It reflects approaches to inculcating core values. Content exhibits Gender Sensitive and Inclusive approaches.</p> <p>Content should be created under some credible international or national instructional model or standard that gives confidence that it is age and grade appropriate and potentially will deliver high learning outcome and impact.</p>

Gender & Inclusion	Content should be gender inclusive including gender sensitive language in videos which are instrumental in changing discriminatory attitudes and enabling the development of social relationships and interactions. Male/female characters in the content are compared based on lesson they feature on, their designation, their attributes, their ability, their interaction (whether at work, school or home) and ethnicity. The representation of people of diverse abilities and backgrounds in videos fosters values of respect, understanding and collaboration among children. Inclusion also ensures that children who themselves belong to a gender or ethnic minority see themselves represented, encouraging the inculcation of concepts of civic participation, learning and community life.
Multimedia Elements for Learners with Special Needs	Materials that require sight is provided with accompanying audio. Content is scalable to cater for learners with low vision. Audio is accompanied with appropriate sign language caption or text.
Curriculum Alignment	<p>Aligned with Pakistan National Curriculum (PNC) and Federal/Provincial Students Learning Outcomes (SLOs) and reflect the national vision and aspirations.</p> <p>Video must be fully aligned with a learning objective. For PNC this means the curriculum SLOs. It should be grade and age appropriate. Learning level should not target lessor or higher grades.</p>
Emphasize 21st Century Learning skills	The direct learning from the content should foster and inculcate Creativity, Critical thinking, Communication, Collaboration and other life skills
Legal and ethical usage	All components of the content should be fully legalized for use by the government towards goals and objectives specified in this RFB. Applicable previous or current partnerships for content development or acquisition that materially impact this transaction must be disclosed.

Assessment mechanisms	<p>Content should have been designed and provided with formative and summative assessment schemes</p> <ul style="list-style-type: none"> · The learning object incorporates a variety of methods of learner assessment (i.e., quizzes, matching activities, reflection, discussion questions, etc.) that can be both formative and summative. · The assessments include grading rubrics and models for partially to fully completed assignments
Workbooks and other supplementary resources	<p>There should be many different types of accompanying learning resources available for the content, in digital and in print. These should address accessibility as well as teaching (scripted learning) and instructions for use (by teachers/parents)</p>
Competition, gaming, role playing and simulations	<p>Content should be enhanced with individual and group activities that target increasing learner engagement and interest</p>
Multimedia elements for children with special needs	<ul style="list-style-type: none"> · Materials that require sight is provided with accompanying audio · Content is scalable to cater for learners with low vision · Audio is accompanied with appropriate sign language caption or text.

Adaptaton for Teleschool (TV and OTT) programming

PNC SLO compliant instructional content to be packaged in one-hour programs to play on TV. The adaption content is wrapped around the instructional videos and may consist of announcements and teacher review/revision or other pedagogical measures proposed by the firm.

Adaptation for E-Taleem (internet and LMS based) distribution

- The content will provide appropriate formative and summative assessment banks that that can be used with or without LMS
- Teacher tools, learner resources and accessibility features should be provided in form suitable for distribution with LMS

Qualification:

The firm is expected to meet the following qualification criteria:

- Demonstrated experience in designing, developing, and implementing entrepreneurship education and environmental education digital content for children and youth.
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- Shall have a dedicated R&D team including educationists, script writers, graphic artists, animation artists, IT resources, editors which can create the scripts and produce videos that completely address an SLO in 4 – 5 persons days of production effort.