



حکومت پنجاب

حکومت پنجاب کی سرکاری: حکومتی محکمہ تعلیمات، برصغیر، پاکستان، اسلام آباد، پاکستان
تاسیس شدہ 1972ء | ایس ایم اے اے / ایس ایم اے اے / ایس ایم اے اے / ایس ایم اے اے

حکومت پنجاب کی سرکاری: -

ایس ایم اے اے / ایس ایم اے اے: (IUL)451-FP/1/2021/4

29 دسمبر 2021

سرکار پنجاب، اسلام آباد، پاکستان
دعا، حکومت پنجاب

<p>سَوَسْرَتِ: - سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ (د. كَوَسْرَتِ سَوَسْرَتِ) 5 سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ: - 11 تَمْرِي 2021 قَرْمِ: - رَتْرِمِ كِ: - 10:00</p>	
<p>سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ 6 كِ رَتْرِمِ سَوَسْرَتِ.</p>	24.1
<p>سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ رَتْرِمِ -</p>	28.1
<p>سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ -</p>	28.2
<p>سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ رَتْرِمِ -</p>	30.1
<p>سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ (سَوَسْرَتِ سَوَسْرَتِ 02 سَوَسْرَتِ سَوَسْرَتِ سَوَسْرَتِ)</p>	36.1

חוק המעורבות - 2

(א) תיקון

1.1. הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...
הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...

2. הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...
הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...

3.1. הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...
הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...

3.2. הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...
הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...

3.3.1. הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...
הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...

3.3.2. הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...
הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...

3.3.2. הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...
הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...

3.3.4. הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...
הממשלה תהיה אחראית על כל פעולה שהיא מבצעת...

ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى.

3.3.5 سۈنۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى.

4.1 4. ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى.

5.1 5. ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى.

6.1 6. ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى.

(س) ۋە تەكشۈرۈش ئۇسۇلى

7.1 7. ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى.

7.1.1 ۋە تەكشۈرۈش ئۇسۇلى (1-نومۇر)

7.1.2 ۋە تەكشۈرۈش ئۇسۇلى (2-نومۇر)

7.1.3 ۋە تەكشۈرۈش ئۇسۇلى (3-نومۇر)

7.1.4 ۋە تەكشۈرۈش ئۇسۇلى (4-نومۇر)

7.1.5 ۋە تەكشۈرۈش ئۇسۇلى (5-نومۇر)

7.1.6 ۋە تەكشۈرۈش ئۇسۇلى (6-نومۇر)

7.1.7 ۋە تەكشۈرۈش ئۇسۇلى (7-نومۇر)

8.1 8. ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى، ئىشلىتىش ۋە تەكشۈرۈش ئۇسۇلى.

- 14.1 . 14.1 ٣٥٠
- ٣٥٠
- 14.2 . 14.2 ٣٥٠
- ٣٥٠
- 14.3 . 14.3 ٣٥٠
- ٣٥٠
- 15.1 . 15.1 ٣٥٠
- ٣٥٠
- 16.1 . 16.1 ٣٥٠
- ٣٥٠
- 16.1.1 16.1.1 ٣٥٠
- ٣٥٠
- 16.1.2 16.1.2 ٣٥٠
- ٣٥٠
- 16.1.4 16.1.4 ٣٥٠
- ٣٥٠
- 16.1.5 16.1.5 ٣٥٠
- ٣٥٠
- 16.1.6 16.1.6 ٣٥٠
- ٣٥٠
- 16.1.7 16.1.7 ٣٥٠
- ٣٥٠
- 16.2 . 16.2 ٣٥٠
- ٣٥٠
- 16.2.1 16.2.1 ٣٥٠
- ٣٥٠
- 16.2.2 16.2.2 ٣٥٠
- ٣٥٠
- (أ) ٣٥٠
- ٣٥٠

17.4.
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18.1.
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18.3.

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22.1.

22.1.1.

22.1.2.

የሰነድ አጠቃላይ ስራ ላይ ለሚደረግ ስራ ለማድረግ ማስፈራሪያ ሰነድ ማቅረብ ይገባል።

30.2 የሰነድ አጠቃላይ ስራ ላይ ለሚደረግ ስራ ለማድረግ ማስፈራሪያ ሰነድ ማቅረብ ይገባል።

30.3 የሰነድ አጠቃላይ ስራ ላይ ለሚደረግ ስራ ለማድረግ ማስፈራሪያ ሰነድ ማቅረብ ይገባል።

31.1 የሰነድ አጠቃላይ ስራ ላይ ለሚደረግ ስራ ለማድረግ ማስፈራሪያ ሰነድ ማቅረብ ይገባል።

31. የሰነድ አጠቃላይ ስራ ላይ ለሚደረግ ስራ ለማድረግ ማስፈራሪያ ሰነድ ማቅረብ ይገባል።

31.2 የሰነድ አጠቃላይ ስራ ላይ ለሚደረግ ስራ ለማድረግ ማስፈራሪያ ሰነድ ማቅረብ ይገባል።

31.3 የሰነድ አጠቃላይ ስራ ላይ ለሚደረግ ስራ ለማድረግ ማስፈራሪያ ሰነድ ማቅረብ ይገባል።

31.4 የሰነድ አጠቃላይ ስራ ላይ ለሚደረግ ስራ ለማድረግ ማስፈራሪያ ሰነድ ማቅረብ ይገባል።

انہی کے ساتھ ساتھ ان کے پاس بھی وہی سہولتیں ہونی چاہئیں۔

32. ڈیڑھ سو روپے
 32.1. ڈیڑھ سو روپے
 ڈیڑھ سو روپے
 ڈیڑھ سو روپے
 ڈیڑھ سو روپے
 ڈیڑھ سو روپے

انہی کے ساتھ ساتھ ان کے پاس بھی وہی سہولتیں ہونی چاہئیں۔ 17.11 کے تحت ایئر ٹکٹوں کی قیمتوں میں اضافہ کیے جانے سے متعلقہ حکام کو مطلع کیا گیا ہے۔

ڈیڑھ سو روپے "انہی کے ساتھ ساتھ ان کے پاس بھی وہی سہولتیں ہونی چاہئیں۔" کے تحت ایئر ٹکٹوں کی قیمتوں میں اضافہ کیے جانے سے متعلقہ حکام کو مطلع کیا گیا ہے۔ 13-17.11 کے تحت ایئر ٹکٹوں کی قیمتوں میں اضافہ کیے جانے سے متعلقہ حکام کو مطلع کیا گیا ہے۔

K/CIR/2018/01 کے تحت ایئر ٹکٹوں کی قیمتوں میں اضافہ کیے جانے سے متعلقہ حکام کو مطلع کیا گیا ہے۔ 21 کے تحت ایئر ٹکٹوں کی قیمتوں میں اضافہ کیے جانے سے متعلقہ حکام کو مطلع کیا گیا ہے۔

ڈیڑھ سو روپے "انہی کے ساتھ ساتھ ان کے پاس بھی وہی سہولتیں ہونی چاہئیں۔" کے تحت ایئر ٹکٹوں کی قیمتوں میں اضافہ کیے جانے سے متعلقہ حکام کو مطلع کیا گیا ہے۔ PR-16 کے تحت ایئر ٹکٹوں کی قیمتوں میں اضافہ کیے جانے سے متعلقہ حکام کو مطلع کیا گیا ہے۔

39.2. ለእኛው ያለው ጭቃ ለሌሎች ለሚጠበቅ ጥራት ልማት ለሚያስችል ማለት ብቻ ይቻላል፡፡ ለዚህም ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡

40.1. ለግብርና ስራው ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡ ለዚህም ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡

41.1. ለግብርና ስራው ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡ ለዚህም ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡

42.1. ለግብርና ስራው ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡ ለዚህም ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡

43.1. ለግብርና ስራው ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡ ለዚህም ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡

44.1. ለግብርና ስራው ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡ ለዚህም ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡

44.2. ለግብርና ስራው ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡ ለዚህም ለማድረግ የሚያስፈልጉ ስራዎችን ለማድረግ ማዘጋጀት ይገባል፡፡

2 - قىسىم

مۆھىم ئىشلار

1. مۇھىم ئىشلارنىڭ قىممىتى ۋە ئىشلىرىنىڭ تەپسىلىتى	
1.1	سېتىم
1.2	ئەنئىنىيەت
2. مۇھىم ئىشلارنىڭ قىممىتى ۋە ئىشلىرىنىڭ تەپسىلىتى	
2.1	قىممەت ئۆزگەرتىش سېتىمى
2.2	بەھرىمەن مەبلەغى
3. ئىشلارنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى	
3.1	ئىشلارنىڭ تەپسىلىتى
	ب.ئ.س.ب.
	تەكشۈرۈش:
3.2	تەكشۈرۈش (ھۆكۈمەت مەھكىمىسى)
3.3	تەكشۈرۈش (ھۆكۈمەت مەھكىمىسى رەئىسلىكى)
4. مۇھىم ئىشلارنىڭ قىممىتى ۋە ئىشلىرىنىڭ تەپسىلىتى	
4.1	تەكشۈرۈش ۋە تەكشۈرۈش مەھكىمىسى تەرىپىدىن تەكشۈرۈلگەن ۋە تەكشۈرۈلگەن، ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى / ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى
4.2	ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى، ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى، ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى، 3.3 تەرىپىدىن تەكشۈرۈلگەن ۋە تەكشۈرۈلگەن، ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى.
4.3	مۇھىم ئىشلارنىڭ 30 قىسىمى رەھبەرلىك قىلىنىدۇ، ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى، ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى / ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى، ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى، ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى، ئىشلىرىنىڭ تەپسىلىتى ۋە ئىشلىرىنىڭ تەپسىلىتى.
5. مۇھىم ئىشلارنىڭ قىممىتى ۋە ئىشلىرىنىڭ تەپسىلىتى	
	سېتىم
	سېتىم
	تەكشۈرۈش
	ھۆكۈمەت

4 - سَوِيَرِ قَرْمِ

سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ

سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ			
#	سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ	سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ	سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ (سَوِيَرِ قَرْمِ)
	سَوِيَرِ قَرْمِ		
سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ			
#	سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ	سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ	سَوِيَرِ قَرْمِ سَوِيَرِ قَرْمِ (سَوِيَرِ قَرْمِ)
	سَوِيَرِ قَرْمِ		

تجدید - ۵

تجدید ۳ (شهر) برای هر یک از مناطق و شهرهای زیر

شماره ۳ تجدید برای هر یک از مناطق و شهرهای زیر				
#	شماره ۳	شماره ۳	شماره ۳	شماره ۳
	تجدید			

توجه: این جدول شامل شماره ۲۵ است و هر یک از مناطق و شهرهای زیر.

بخش ششم - 6

موسسه تخصصی آموزش زبان و ترجمه

تعداد پرسش	موضوع پرسش	نوع پرسش
25	تعداد پرسش 25 (از 1 تا 25) و کلمات کلیدی	تعدد
45	تعداد پرسش 45	تعدد
30	تعداد پرسش 30 (از 1 تا 30) و کلمات کلیدی	تعدد
100	تعداد پرسش 100	تعدد

تَرْمِزِ قَرْمِ سَوِيَرِ	
سَوِيَرِ قَرْمِ سَوِيَرِ	تَرْمِزِ قَرْمِ سَوِيَرِ
تَرْمِزِ قَرْمِ سَوِيَرِ تَرْمِزِ قَرْمِ سَوِيَرِ	33.1
تَرْمِزِ قَرْمِ سَوِيَرِ تَرْمِزِ قَرْمِ سَوِيَرِ	33.2
تَرْمِزِ قَرْمِ سَوِيَرِ تَرْمِزِ قَرْمِ سَوِيَرِ	33.3
تَرْمِزِ قَرْمِ سَوِيَرِ تَرْمِزِ قَرْمِ سَوِيَرِ	33.4
تَرْمِزِ قَرْمِ سَوِيَرِ تَرْمِزِ قَرْمِ سَوِيَرِ	37

7 - ސަބަބު

Terms of reference for a Local consultancy to Support Teacher Training component in Fehi Madharusa Project**1. Purpose Background**

Maldives is the lowest lying country in the world and is highly vulnerable to the impacts of climate change and other related natural hazards and natural conditions including its geographical location, geophysical characteristics, topographical and socio-economic factors. The lowest average elevation in the country is 1.5 meters above sea level while the lowest maximum elevation is 2.5 meters. Consequently, the country is highly vulnerable to the impacts of sea level rise given the average low-level elevation. Further, Constant stress on coral reef due to human development, and rising temperature of both, water and air, cause imbalance on the local ecosystems.

Climate scientists anticipate global rise of the water level in the oceans (IPCC 2013) due to global warming. Maldives is expected to face increased number of extreme weather patterns, such as extensive precipitation and storms (Ministry of Environment and Energy 2016).

Impact of climate change affects vulnerable populations the most, including children and young people, who make one third of the country's population. Therefore, environmental context, in which they live, learn and grow is of the key importance, including impacts of climate change and environmental issues.

According to a UNICEF study conducted in 2017, extreme heat affects children the most, resulting in health-related issues, such as migraines, headaches, fever, heat strokes, sunburns, and dust related allergies and eye problems. It has also been noted that extensive heat prevents children and adolescents from going outside to socialize and play, hence they prefer to stay indoors (because of shade, air conditioning or fan).

Waste management in the Maldives is one of the biggest environmental challenges. Not only it contributes to global warming (waste is considered one of the key accounts for the greenhouse gas and methane emissions) (Ackerman 2000), but also destroys environment, especially fragile marine ecosystems of coral reef. Two key industries in Maldives, fishery and tourism, heavily depend on wellness of the coral reef, therefore learning how to protect it, should be a common concern.

Another issue related to climate change in the Maldives is the quality of water available in the islands. Inadequate access to safe drinking water and safe sanitation are key concerns. Most of the households have rainwater tanks to harvest rain and use it for cooking. For drinking, many people claim to purchase mineral bottled water. There are communal water tanks in the island, however they are unmaintained. Examination of ground water quality in some islands shows its contamination beyond usage, yet some use it for bathing and washing.

Protection from effects of climate change and strengthening resilience and adaptive capacity is considered a human right and is directly linked to the achievement of the Sustainable Development Goals, especially goal 13. The National Curriculum of the Maldives recognizes the importance of instilling key competencies and values on climate change and environmental sustainability in children so that resilience and adaptive capacities are built right from primary level to upper secondary level. The national curriculum stipulated eight key competencies that all children must achieve. This is a major shift from the old curriculum. These key competencies form the common core of achievement which emphasizes achieving the knowledge, skills, values and attitudes identified within each key competency. One such key competency is “Using Sustainable Practices”.

It has been six years since the new curriculum has been rolled out and the anticipated change is not evident in the school practices. Hence, one of the biggest unmet needs is capacitating the teachers to deliver the curriculum and bringing the pedagogical shift from teacher-centred to learner centred active learning and teaching and measuring key competencies. The embedding of key competencies in teaching learning materials and delivering them effectively need to be strengthened. Further, children need to practice what they learn in school and they need see adults reinforcing their learning through the knowledge, attitudes and practices in families and in communities. The curriculum requires a whole school approach for its implementation.

Fehi Madharusa programme is developed to enhance and facilitate innovative pedagogies and practices in the implementation of the intended Curriculum.

Description of the intervention “Fehi Madhrasa”

The Ministry of Education, National Institute of Education, UNICEF and Soneva Namoon (affiliated with Soneva Resorts) have planned to implement an environment education project called “Fehi Madhras” (Green Schools), using a whole school approach in selected 6 schools from 6 regions. The selected schools are:

1. Hdh. Atoll Education Center, Kulhudhuffushi
2. Hiriya school, Male
3. Muhuyiddheen school, Villimale
4. Mafushi School, K. Mafushi
5. Hafiz Ahmed school, Fuvahmulah
6. Nooraanee school, S. Hithaadhoo.
7. B Atoll School, B Dharavandhoo.

The Fehi Madharusa activities will be themed under focus areas under each pillar/objective.

To achieve objective one, one of the themes for whole school activities is waste management. Through various activities connected with sustainable waste management, the school will be able to focus attention on reducing its ecological footprint.

To achieve objective two an increase eco-literacy, there are two focus areas for schools to design their whole school activities around: the ocean and the island. Whole school activities in under these components promote the students’ and communities’ relationship with the waters around them and with the natural environment of their islands.

Lastly, to achieve the third objective and enhance climate prosperity, whole school activities focus on innovation. These activities encourage students and communities to step out of their comfort zones and think about ecological problems in a new light, implementing creative ideas or new technologies.

Before implementing the project a baseline survey to understand the current environmental footprint and eco-literacy will be done. The Fehi Team will be provided with a template for a baseline survey, as a team they will need to work together to collect all necessary quantitative and qualitative data.

The proposed strategies to achieve the planned objectives are:

- 1- Integrating climate change, environmental stewardship and sustainability in lessons across a range of subjects.
- 2- Training of teachers of selected schools to increase their knowledge on deliver climate change, environmental stewardship and sustainability and equip them with the pedagogies required to impart the knowledge. These teachers will develop resources and model lesson plans by topics and grade and make them available as shared resources.
- 3- Implementing whole-school activities throughout the year on thematic issues related to climate change and environmental stewardship. All members of the school community share responsibility for their surrounding environment and safeguard it for their future as part of the Fehi Madrasa.
- 4- Building networks and partnerships with Curriculum Agencies in small island states and in the region to enhance the professional expertise of the curriculum team at NIE for effective curriculum implementation and monitoring climate change and environment education i in schools.
- 5- Share knowledge, success stories and information on the whole-school activities.

2. Objectives and Scope of Work of the proposed intervention

The purpose of the assignment is to:

1. Develop a repository of resources for environmental education from the available resources /materials on environmental education (EE).
2. Mapp the curriculum and syllabi to identify existing EE incorporation in them.
3. Further mapping of the curriculum to identify content area and focus areas in which EE can be incorporated in the curriculum
4. Develop the training module draft for training leading teachers for incorporating EE in the curriculum implementation
5. Conduct the school-based trainings so that they are contextualised at a school level.

By the end of the training teachers are expected to:

- 1) Have increased knowledge on the environmental issues affecting the islands and Maldives in general, and how climate change is impacting their islands.
- 2) Have increased knowledge on how to teach the topics of environment and climate change in Keys stage 1 and 2 in an integrated manner.
- 3) Demonstrate their knowledge through sample lesson plans developed to deliver the lessons in the classroom, including pedagogical strategies they will use to deliver the content effectively to students.
- 4) Have increased knowledge on how to assess the knowledge and competencies the students have acquired.

3. Major tasks to be undertaken by the consultant/Institution

1. Identifying available resources /materials on environmental education (EE) and develop a repository of resources for environmental education that teachers can use.
2. Mapp the curriculum and syllabi to identify existing EE incorporation in them.
3. Further mapping of the curriculum to identify content area and focus areas in which EE can be incorporated in the curriculum
4. Qualitative interview with stakeholders (selected teachers and leading teachers) (primary teachers, leading teachers, school principals to be consulted via a FGD separately)
5. Develop the pre-post training survey questionnaire (for teachers in the pilot programme schools)
6. Send out the pre-training survey to the pilot programme schools (target key stages) and collect the data
7. Analyse the data from the questionnaire to identify areas (knowledge, skills and values) to incorporate in the training programme)
8. Develop sample lessons plans (around 15 as examples of lessons to incorporate EE (Maths and Dhivehi plus use an integrated approach in the subject disciplines).
9. Develop the training module draft for training teachers for incorporating EE in the curriculum implementation. This training will include:
 - a. Planning for teaching and incorporating EE (knowledge, values and skills regarding EE and how to incorporate them in the lessons)
 - b. Teacher to develop EE focused lessons to share with the project participants

- c. Pedagogical approaches for EE.
 - d. Assessing the implementation for EE in the lesson implementation
 - e. Develop a school-level and individual-level action plan (including measures and indicators) for incorporating EE in the school and classroom teaching
10. Develop the training module draft for training leading teachers for incorporating EE in the curriculum implementation. This training will include:
- a. Planning for teaching and incorporating EE (knowledge, values and skills regarding EE and how to incorporate them in the lessons)
 - b. Teacher to develop EE focused lessons to share with the project participants
 - c. Pedagogical approaches for EE.
 - d. Assessing the implementation for EE in the lesson implementation
 - e. Monitor, supervise and supporting EE implementation in classroom teaching
 - f. Develop a school-level and individual-level action plan (including measures and indicators) for incorporating EE in the school and classroom teaching
11. Develop a tentative schedule for the teacher training programme (teachers and leading teachers)
12. Conduct the school-based trainings for all the teachers and leading teachers in key stage 1 and 2 in 7 pilot schools (232 teachers (117 teachers in Key Stage 1), (115 teachers in key Stage 2), and 28 Leading teachers in key stage 1 and 2) to deliver the lessons plans.
13. Conduct the post-training survey after the teacher training programme to assess the increase in knowledge and skills among teachers for teaching environment education as outlined above.

4. Supervisor

Education Development Officer Coordinator Gulfishan Shafeeu supported by the Fehi Team at NIE

5. Estimated duration of contract

Three calendar months starting from April

6. Travel involved

Due to travel restrictions because of COVID -19, no local travel will be undertaken.

7. Qualifications or specialized and / or experience required

- The company or institution must have a minimum of 4 years of experience in teacher training
- Must have at least four years of experience in development of curriculum resource materials
- Must have experience in teaching and learning related to environment education (EE)
- Experience in developing face to face and online teacher training modules focusing on active learning pedagogies and assessment.
- Must have proven ability to deliver high quality training, with excellent training and facilitating skills.
- The institution must suggest a team for this consultancy. Suggested team should consist of at least 3-4 members consisting of:
 - Curriculum expert / programme designer/ programme leader
 - Training expert (Face to face / online)
 - Technical expert in the area of environment science/climate change adaptation)
- The key expert minimum qualification requirements are postgraduate degree in the field of expertise as a member of team
- Mandatory documents: letter of expression of interest, institute registration certificate, company profile, a technical proposal to implement the consultancy, CVs of the proposed team members, evidence of projects completed successfully, evidence of institute capacity to meet the requirement, evidence of financial strength to carry out the project (such as audit statement, bank document etc.)

8. Payment schedule

The consultancy will be hired as a local consultancy from an institution or firm and will be paid in accordance with the agreed rate in phases with respect to deliverables. The payment will be divided as per output of the consultancy. The institution or firm should complete and submit the final documents as agreed and after finalizing and accepting the documents only the payment will be issued. A tentative payment is given below.

Deliverables	Payment %
Do a mapping of existing resource materials available publicly and create a resource repository at NIE. (Deliverable: repository consisting of all publicly available resources on Environmental issues, research, teaching materials produced by Government agencies, NGOs and private companies)	10%
Curriculum mapping to identify existing EE incorporations and identify content areas of focus to be incorporated into the curriculum (Deliverable: A brief report 4-5 pages on the key findings of the review and recommendations)	10%
Prepare, conduct and transcribe qualitative interviews with stakeholders of seven schools (primary teachers, leading teachers and school principals in separate FGD) to identify preference of teachers and feasible modalities to deliver the training to teachers. Deliverable: A brief summary of the findings	
Develop pre-training survey questionnaire targeting pilot programme schools, carry out the survey, data collection and analysis to identify areas of knowledge, skills and values to incorporate in the training programme. Deliverable: A brief report on the analysis of training requirements and recommended modalities for delivery.	20%
Develop sample lessons plans (15 sample lesson plans to incorporate EE integrating different discipline areas (5-7 subjects.) Deliverable: Develop sample lessons plans (around 15 as examples of lessons to incorporate EE (Maths and Dhivehi plus use an integrated approach in the subject disciplines)	20%

<p>Develop a draft training module/ resources for training teachers to incorporate EE</p> <p>Deliverables: Final training package for teachers on EE. This will contain power point presentations, a facilitator guide, recording of virtual sessions and reference documents that were used in the trainings.</p>	<p>10%</p>
<p>Develop the training module draft for training leading teachers for incorporating EE in the curriculum implementation. This training will include:</p> <p>Deliverables: Final training package for teachers on EE. This will contain power point presentations, a facilitator guide, recording of virtual sessions and reference documents that were used in the trainings.</p>	<p>10%</p>
<p>School-based trainings to all the teachers of key stage 1 and 2</p> <p>Implement a post-training survey: (Develop questionnaire for the post-survey, carry out the survey, collect data, analyse and prepare final report school)</p> <p>(Deliverable: 1- Training programs conducted for the selected schools.</p> <p>2. The total number of teachers to train are 260 teachers including leading teachers.</p> <p>3- A summary report 3-4 pages on the trainings, the findings from the post evaluation, including quantitative data on the following indicators.</p> <ol style="list-style-type: none"> 1) No of teachers who have increased knowledge on the environmental issues as a result of this training. (Male/female disaggregated by key stages and schools) 2) No of teachers who have increased knowledge on how to teach the topics of environment and climate change in Keys stage 1 and 2 in an integrated manner. (male/female; disaggregated by key stages and schools) 3) No of teachers who can demonstrate their knowledge through sample lesson plans developed to deliver the lessons in the classroom, including pedagogical strategies they will use to deliver the content effectively to students. (male/female disaggregated by key stages and schools) 4) No of teachers who can demonstrate how to assess the knowledge and competencies the students have acquired. (Male/female disaggregated by key stages and schools) 	<p>20%</p>

<p>The report will also include the lessons learned and recommendations for future trainings when scaling up the initiative .)</p>	
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Evaluation Criteria for a Local consultancy to Support Teacher Training component in Fehi Madharusa Project

Name of the Company/Institution:	
Email:	Phone #:

1. Qualifications as stipulated in the TOR (maximum 45 points).

This will be assessed by going through the company profile and the CV's of the members of the consultancy team.

Details	#	Points
Strength of the company profile (5 points)		
Adequacy and soundness of the technical proposal (20 points)		
Postgraduate degree of the proposed team members related to the assignment @5 points (max. 4 staff)		

Note: Company/Institution profile and CVs of staff proposed for the team must be submitted

2. Relevant work experience in curriculum resource development and teaching and learning in environment education, especially in learning and assessment and undertaking of similar assignments (maximum 30 points)

Experience in training teachers in environment education, school education policies in general (5 points)		
Facilitation of Online or Distance Education and face to face (5 points)		
Experience in developing teacher/learning materials (10 points)		
Experience in handling related projects (10 points)		

3. Financial Proposal (25 marks)

points allocated based on the formula $[(\text{lowest price}/\text{proposed price}) \times 25]$		
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Total Score:	Rank:	Selected: Yes / No
Comments:		

Evaluated by:

Name:	Sign:	Date:
Name:	Sign:	Date:
Name:	Sign:	Date: