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| c    Ministry of Finance  Male’, Maldives |
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| **TERMS OF REFERENCE (TOR) TO REVISE STUDENT TEXTBOOKS AND TEACHER GUIDES KEY STAGE 2 AND 3** |
| TES/2023/C-006 |
|  |
| August 2023 |

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| MINISTRY OF EDUCATION  Republic of Maldives |

1. **BACKGROUND**

The new National Curriculum Framework (NCF) was developed with the intention of providing an excellent educational foundation on which individual, community, and national development can be built (National Curriculum Framework, 2014). Hence, the NCF is the blueprint seeking to organize the national education system; it is, in some estimations, the most important policy framework endeavoring to structure and validate achievement in the Maldives.

The National Curriculum (NC) aims to build knowledgeable future generations, possessing the skills, values, and attitudes needed to be successful in both the Maldives and in the global community (National Curriculum Framework, 2014). Furthermore, NC also seeks to encourage the development of eight Key Competencies, across 8 Key Learning Areas: Islam and Spirituality; Language and Communication; Mathematics; Environment, Science, and Technology; Health and Wellbeing; Social Sciences; Creative Arts; and Entrepreneurship.

One of the main aims identified in the new National curriculum framework is to bring about a pedagogical shift, to infuse 21st Century modern teaching pedagogies into classroom practice. This would pave the road towards realization of the vision “prepared for life”.

Using the NCF as a basis, the syllabus statements were developed for each key learning area incorporating the cross-cutting key competencies. In addition to this, curriculum support materials for students and teachers were developed.

**Curriculum framework**

**Textbooks**

**Teacher guides**

**Subject syllabi**

**Other resource** **materials**

The new curriculum was rolled in the following order:

• Foundation stage and Key stage 1 – 2015

• Key stage 2 - 2016

• Key stage 3 – 2017

• Key stage 4 – 2018

As part of Ministry of Education (MOE) and National Institute of Education (NIE) mandate, it is a must provide textbooks to students in order to support schools in implementing the curriculum. In this regard, textbooks receive more professional attention as well as greater deal of systematic discussion than any other educational materials.

With respect to this, textbooks required for education shall be provided by the Ministry free of charge to school children (Education Act, 2020). As NIE is currently not in a position to design and develop printed textbooks and Teacher guides in the pace required for smooth implementation, phase, MOE, NIE sought help from an international publishing house to develop Student Textbooks, Teacher guides during the entire implementation phase. This project was carried out by the publishing house with regular consultations and communication in different modes, (face to face and online) with the curriculum developers at NIE and has finally ended in Dec 2022.

1. **Objective**

This project intends to revise the existing grades 4-8 Student Textbooks and Teacher Guides in English medium and Printing of grade 1-8 Student Textbooks and Teacher Guides

1. **SCOPE OF THE WORK** 
   1. **Revising the existing Textbooks and Teacher Guides**

Revising the existing Textbooks and Teacher Guides in alignment with the revised syllabi. The successful bidder is expected to revise the existing Textbooks and Teacher Guides for the subjects listed below in English language

* English language (grades 4 - 6) \*
* Mathematics
* Science
* Social Studies
* Health and PE
* Creative Art
* Business Studies

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| **#** | **Grade** | **Title of the Book** |
| 1 | 4 | Exploring Social Studies |
| 2 | 5 | Exploring Social Studies |
| 3 | 6 | Exploring Social Studies |
| 4 | 7 | Exploring Social Studies |
| 5 | 8 | Exploring Social Studies |
| 6 | 4 | Exploring Social Studies Teacher’s Guide |
| 7 | 5 | Exploring Social Studies Teacher’s Guide |
| 8 | 6 | Exploring Social Studies Teacher’s Guide |
| 9 | 7 | Exploring Social Studies Teacher’s Guide |
| 10 | 8 | Exploring Social Studies Teacher’s Guide |
| 11 | 4 | Exploring Science Textbook |
| 12 | 5 | Exploring Science Textbook |
| 13 | 6 | Exploring Science Textbook |
| 14 | 7 | Exploring Science Textbook |
| 15 | 8 | Exploring Science Textbook |
| 16 | 4 | Exploring Science Teacher Guide |
| 17 | 5 | Exploring Science Teacher Guide |
| 18 | 6 | Exploring Science Teacher Guide |
| 19 | 7 | Exploring Science Teacher Guide |
| 20 | 8 | Exploring Science Teacher Guide |
| 21 | 4 | Exploring Health and PE Textbook |
| 22 | 5 | Exploring Health and PE Textbook |
| 23 | 6 | Exploring Health and PE Textbook |
| 24 | 7 | Exploring Health and PE Textbook |
| 25 | 8 | Exploring Health and PE Textbook |
| 26 | 4 | Exploring Health and PE Teacher Guide |
| 27 | 5 | Exploring Health and PE Teacher Guide |
| 28 | 6 | Exploring Health and PE Teacher Guide |
| 29 | 7 | Exploring Health and PE Teacher Guide |
| 30 | 8 | Exploring Health and PE Teacher Guide |
| 31 | 4 | Exploring Creative Arts |
| 32 | 5 | Exploring Creative Arts |
| 33 | 6 | Exploring Creative Arts |
| 34 | 7 | Exploring Creative Arts |
| 35 | 8 | Exploring Creative Arts |
| 36 | 4 | Exploring Creative Arts Teacher’s Guide |
| 37 | 5 | Exploring Creative Arts Teacher’s Guide |
| 38 | 6 | Exploring Creative Arts Teacher’s Guide |
| 39 | 7 | Exploring Creative Arts Teacher’s Guide |
| 40 | 8 | Exploring Creative Arts Teacher’s Guide |
| 41 | 4A | Exploring Mathematics Textbook |
| 42 | 4B | Exploring Mathematics resource book |
| 43 | 5A | Exploring Mathematics Textbook |
| 44 | 5B | Exploring Mathematics resource book |
| 45 | 6A | Exploring Mathematics Textbook |
| 46 | 6B | Exploring Mathematics resource book |
| 47 | 7A | Exploring Mathematics Textbook |
| 48 | 7B | Exploring Mathematics resource book |
| 49 | 8A | Exploring Mathematics Textbook |
| 50 | 8B | Exploring Mathematics resource book |
| 51 | 4 | Exploring Mathematics Teacher guide |
| 52 | 5 | Exploring Mathematics Teacher guide |
| 53 | 6 | Exploring Mathematics Teacher guide |
| 54 | 7 | Exploring Mathematics Teacher guide |
| 55 | 8 | Exploring Mathematics Teacher guide |
| 56 | 4A | Exploring English 4A |
| 57 | 4B | Exploring English 4B |
| 58 | 5A | Exploring English 5A |
| 59 | 5B | Exploring English 5B |
| 60 | 6A | Exploring English 6A |
| 61 | 6B | Exploring English 6B |
| 62 | 4 | Exploring English Teacher’s Guide |
| 63 | 5 | Exploring English Teacher’s Guide |
| 64 | 6 | Exploring English Teacher’s Guide |
| 65 | 7 | Exploring Business Studies Textbook |
| 66 | 8 | Exploring Business Studies Textbook |
| 67 | 7 | Exploring Business Studies Teacher guide |
| 68 | 8 | Exploring Business Studies Teacher guide |

**Textbooks and Teacher’s Guide and their General Features**

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| **Key Stage 2and 3 Social Studies books** | | |
| **Book** | **Page range** | **Other features** |
| Exploring Social Studies 4 | 240 – 256 | * Page title (topic) * Content pages * Introductory page Picture/illustration and speech bubbles (on every textbook) * Units -Short notes and pictures (3 or 4 pics per page) on a page * Lesson activities (charts, concept maps, timelines, graphs, maps, diagrams to be filled, tabular format activities, picture comprehensions, let’s talk, etc.) * Extras (I am learning, set sail, did you know? Unit at a glance, key competency icons on activities, word-wise etc.) |
| Exploring Social Studies 5 | 272 - 288 |
| Exploring Social Studies 6 | 288 - 304 |
| Exploring Social Studies 7 | 178 - 180 |
| Exploring Social Studies 8 | 160 - 168 |
| Exploring Social Studies 4 Teacher’s Guide | 160 - 192 | * Page title (topic) * Unit overview * Syllabus outcomes and indicators * Guiding questions * Teaching and learning activities * Assessment – guidelines for AFL, AAS, criteria, checklist, rubric, etc.) * Key competencies * Teachers information sheets * Further readings on topics * Appendices, (unit extra like charts, activity sheets, any other materials required for the unit) |
| Exploring Social Studies 5 Teacher’s Guide | 192 - 224 |
| Exploring Social Studies 6 Teacher’s Guide | 224 - 256 |
| Exploring Social Studies 7 Teacher’s Guide | 260 - 268 |
| Exploring Social Studies 8 Teacher’s Guide | 183 -190 |

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| **Science – key stages 2 and 3 Textbooks and Teacher guides** | | | |
| **Grades** | **Book** | **Page range** | **Other features** |
| 4 | Exploring Science Textbook | 138-140 | * Short notes, with 4-5 pictures/illustrations on every page (multicolor) * Lesson activities with charts and tables etc. * Did you know box as applicable. * End of chapters questions |
| 5 | Exploring Science Textbook | 188-200 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * Lesson activities with charts and tables etc. * Did you know box as applicable. * End of chapters questions |
| 6 | Exploring Science Textbook | 192-200 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * Lesson activities with charts and tables etc. * Did you know box as applicable. * End of chapters questions |
| 7 | Exploring Science Textbook | 173-200 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * Lesson activities with charts and tables etc. * Did you know box as applicable. * End of chapters questions |
| 8 | Exploring Science Textbook | 179-200 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * Lesson activities with charts and tables etc. * Did you know box as applicable. * End of chapters questions |
| 4 | Exploring Science Teacher Guide | 200+ or - 50 | * Page title (topic) * Unit overview * Background information for Techers * Syllabus outcomes and indicators * Guiding questions * Teaching and learning activities * Assessment – guidelines for AFL, AAS, criteria, checklist, rubric, etc.) * Key competencies * Appendices, (unit extra like charts, activity sheets, resource sheets, any other materials required for the unit) * Illustrations (two colours) |
| 5 | Exploring Science Teacher Guide | 200+ or - 50 |
| 6 | Exploring Science Teacher Guide | 200+ or - 50 |
| 7 | Exploring Science Teacher Guide | 200+ or - 50 |
| 8 | Exploring Science Teacher Guide | 200+ or - 50 |

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| **Health and PE Textbooks and Teacher Guides** | | | |
| **Grades** | **Book** | **Page range** | **Other features** |
| 4 | Exploring Health and PE Textbook | 170-200 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * Lesson activities with charts and tables etc. * You will learn * Did you know box as applicable. * Lets Recap * End of chapters questions |
| 5 | Exploring Health and PE Textbook | 148-150 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * Lesson activities with charts and tables etc. * You will learn * Did you know box as applicable. * Lets Recap * End of chapters questions |
| 6 | Exploring Health and PE Textbook | 150-200 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * Lesson activities with charts and tables etc. * Did you know box as applicable. * Lets Recap * End of chapters questions |
| 7 | Exploring Health and PE Textbook | 180-200 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * Lesson activities with charts and tables etc. * You will learn * Did you know box as applicable. * Lets Recap * End of chapters questions |
| 8 | Exploring Health and PE Textbook | 179-200 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * Lesson activities with charts and tables etc. * You will learn * Did you know box as applicable. * Lets Recap * End of chapters questions |
| 4 | Exploring Health and PE Teacher Guide | 200+ or - 50 | * Page title (topic) * Unit overview * Background information for Techers * Syllabus outcomes and indicators * Guiding questions * Teaching and learning activities * Assessment – guidelines for AFL, AAS, criteria, checklist, rubric, etc.) * Key competencies * Appendices, (unit extra like charts, activity sheets, resource sheets, any other materials required for the unit) * Illustrations (two colours) |
| 5 | Exploring Health and PE Teacher Guide | 200+ or - 50 |
| 6 | Exploring Health and PE Teacher Guide | 200+ or - 50 |
| 7 | Exploring Health and PE Teacher Guide | 200+ or - 50 |
| 8 | Exploring Health and PE Teacher Guide | 200+ or - 50 |

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| **Creative Arts Text Books and Teachers Guides** | | | |
| **Grades** | **Book** | **Page range** | **Other features** |
| 4 | Exploring Creative Arts | 110 -120 | * Page title (topic) * Content pages * Introductory page (each unit) Picture/illustration, learning intention of the unit and speech bubbles (on every textbook) * Units -Short notes, things you need and pictures (3 or 4 pics per page) on a page * Lesson activities and examples of art work of famous artists * Artists in Action * Tips (tips on techniques of art on each element) * Let’s reflect * Research (each element of Art) * Extras (I am learning, set sail, did you know? Unit at a glance, key competency icons on activities, word-wise etc.) * Music component : Audio CD of resources |
| 5 | Exploring Creative Arts | 120-140 |
| 6 | Exploring Creative Arts | 110 -120 |
| 7 | Exploring Creative Arts | 110 -120 |
| 8 | Exploring Creative Arts | 110 -120 |
| 4 | Exploring Creative Arts Teacher’s Guide | 160 - 192 | * Page title (topic) * Unit overview * Syllabus outcomes and indicators * Introduction * Teaching and learning activities (resources and procedures identified) * Assessment – guidelines for AFL, AAS, criteria, checklist, rubric, etc.) * Key competencies * Teachers’ information sheets * Appendices, (unit extra like art work, activity sheets, any other materials required for the unit) |
| 5 | Exploring Creative Arts Teacher’s Guide | 192 - 224 |
| 6 | Exploring Creative Arts Teacher’s Guide | 224 - 256 |
| 7 | Exploring Creative Arts Teacher’s Guide | 260 - 268 |
| 8 | Exploring Creative Arts Teacher’s Guide | 183 -190 |

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| **Mathematics Textbooks and Teacher Guide’s Details** | | | |
| **Grades** | **Textbooks** | **Page Range** | **Other features** |
| 4A | Exploring Mathematics Textbook | 200-250 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * You will learn * Let’s Recall * Concept explanation with real life examples * Exercises * Put your thinking cap on (4-5 questions that focuses on critical and creative thinking) * Self-Check |
| 4B | Exploring Mathematics resource book | 100-150 | * Short notes and illustrations on every page (multicolour) * Activities * Practice exercises * Math puzzles * Games |
| 5A | Exploring Mathematics Textbook | 200-250 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * You will learn * Lets Recall * Concept explanation with real life examples * Exercises * Put your thinking cap on (4-5 questions that focuses on critical and creative thinking) * Self-Check |
| 5B | Exploring Mathematics resource book | 100-150 | * Short notes and illustrations on every page (multicolour) * Activities * Practice exercises * Math puzzles * Games |
| 6A | Exploring Mathematics Textbook | 200-250 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * You will learn * Lets Recall * Concept explanation with real life examples * Exercises * Put your thinking cap on (4-5 questions that focuses on critical and creative thinking) * Self-Check |
| 6B | Exploring Mathematics resource book | 100-150 | * Short notes and illustrations on every page (multicolour) * Activities * Practice exercises * Math puzzles * Games |
| 7A | Exploring Mathematics Textbook | 200-250 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * You will learn * Lets Recall * Concept explanation with real life examples * Exercises * Put your thinking cap on (4-5 questions that focuses on critical and creative thinking) * Self-Check |
| 7B | Exploring Mathematics resource book | 100-150 | * Short notes and illustrations on every page (multicolour) * Activities * Practice exercises * Math puzzles * Games |
| 8A | Exploring Mathematics Textbook | 200-250 | * Short notes, with 4-5 pictures/illustrations on every page (multicolour) * You will learn * Lets Recall * Concept explanation with real life examples * Exercises * Put your thinking cap on (4-5 questions that focuses on critical and creative thinking) * Self-Check |
| 8B | Exploring Mathematics resource book | 100-150 | * Short notes and illustrations on every page (multicolour) * Activities * Practice exercises * Math puzzles * Games |
| 4 | Exploring Mathematics Teacher guide | 200+ or - 50 | * Page title (topic) * Unit overview * Background information for Techers * Syllabus outcomes and indicators * Guiding questions * Teaching and learning activities * Assessment – guidelines for AFL, AAS, criteria, checklist, rubric, etc.) * Key competencies * Short key messages for teachers * Appendices, (unit extra like charts, activity sheets, resource sheets, any other materials required for the unit) * Illustrations (two colours) |
| 5 | Exploring Mathematics Teacher guide | 200+ or - 50 |
| 6 | Exploring Mathematics Teacher guide | 200+ or - 50 |
| 7 | Exploring Mathematics Teacher guide | 200+ or - 50 |
| 8 | Exploring Mathematics Teacher guide | 200+ or - 50 |

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| **Exploring English Books** | | | |
| Grades | Textbooks | Page Range | Other features |
| 4A | Exploring English 4A | 134 - 150 | 1. Cover page 2. Title page 3. Copy right page 4. Preface 5. How to use the book 6. Page for table of content that includes main topic, sub-topics and page numbers 7. Introduction for each unit – Unit at a glance 8. Content pages for each unit that includes notes, lesson activities, pictures/illustrations and speech bubbles 9. Each unit should include 14 activities as follows:  |  |  |  |  | | --- | --- | --- | --- | | 1 | Warm-up or a lead in | 8 | Study skills: Learn more about… (researching) | | 2 | Speaking and thinking | 9 | Let’s talk | | 3 | Let’s listen | 10 | Study skills: Speak and write (academic) | | 4 | Use of English | 11 | Let’s write | | 5 | Shared reading or reading aloud | 12 | Fun time | | 6 | Phonics/word study | 13 | My reading journal | | 7 | Let’s read | 14 | Looking back |  1. Extras (Key competency icons on activities, links to other subjects, Top tips, Learn more, Activity icons, etc. |
| 4B | Exploring English 4B | 123 - 140 |
| 5A | Exploring English 5A | 132 - 150 |
| 5B | Exploring English 5B | 132 - 150 |
| 6A | Exploring English 6A | 132 - 150 |
| 6B | Exploring English 6B | 138 - 150 |
| **\*English Language Textbooks for grades 7 and 8, are not written locally. Students use International Textbooks for these two grades** | | | |
| 4 | Exploring English 4 Teacher’s Guide | 170 - 190 | 1. Cover page 2. Title page 3. Copy right page 4. Preface 5. Table of contents 6. Information for teachers 7. Specific features of the Student’s Book 8. The need for extensive reading 9. Unit overview 10. Syllabus outcomes and indicators 11. Teaching and learning activities 12. Assessment – guidelines for AFL, AAS, criteria, checklist, rubric, etc.) 13. Key competencies 14. Teachers information sheets 15. Further readings on topics 16. Appendices, (unit extra like charts, activity sheets, any other materials required for the unit) |
| 5 | Exploring English 5 Teacher’s Guide | 150 - 170 |
| 6 | Exploring English 6 Teacher’s Guide | 182 - 200 |

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| **Business Studies textbooks and Teacher Guide Details** | | | |
| **Grades** | **Textbooks** | **Page Range** | **Other features** |
| 7 | Exploring Business Studies Textbook | 136--140 | * Page title (topic) * Content pages * Introductory page Picture/illustration and speech bubbles (on every textbook) * Units -Short notes and pictures (3 or 4 pics per page) on a page * Lesson activities (charts, concept maps, timelines, graphs, diagrams to be filled, tabular format activities, let’s talk, etc. * End of chapter excercises * Extras (I am learning, did you know? Unit at a glance, key competency icons on activities, word-wise etc.) |
| 8 | Exploring Business Studies Textbook | 188-190 |
| 7 | Exploring Business Studies Teacher guide | 200+ or - 50 | * Page title (topic) * Unit overview * Syllabus outcomes and indicators * Guiding questions * Teaching and learning activities * Assessment – guidelines for AFL, AAS, criteria, checklist, rubric, etc.) * Key competencies * Teachers information sheets * Further readings on topics * Appendices, (unit extra like charts, activity sheets, any other materials required for the unit) |
| 8 | Exploring Business Studies Teacher guide | 200+ or - 50 |

(\*See details from the document: **Textbooks and Teacher’s Guide and their General Features under English Language section)**

Educational materials should be revised based on the curriculum prescribed by National Institute of Education /under the Ministry of Education. The successful bidder will work closely with the counterpart, National institute of Education (NIE) under supervision of the Director General of NIE and other Curriculum staff at NIE.

The revised materials should cover the aspects of National Curriculum which is in line with learning theory such as behaviorism, cognitivism and constructivism and embed 21st Century skills which is a priority in the National Curriculum.

1. **DELIVERABLES**

The following are the expected results of the assignment:

• Revising Student Textbooks in the subjects: English, Maths, Science, Social Studies, Health and PE, and Creative Art from grades 4 to 8. (Except for grades 7 and 8 in English language)

• Revising of Teacher Guides of the above subjects aligned with the Textbooks from grades 4-8

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|  | **Deliverables** | **Year** |
|  | * Grade 4 fully designed Student Text Book -hard copy of all six subjects in the curriculum. * Grade 4 fully designed student text book and Teachers Guides printed version, camera ready copy and pdf files of all six subjects in the curriculum * Grade 4 fully designed student text book and teachers guide InDesign package file (editable files with images and other linked files) of all six subjects in the curriculum | End of March 2024 |
|  | * Grade 5 fully designed Student Text Book -hard copy of all six subjects in the curriculum. * Grade 5 fully designed student text book and Teachers Guides printed version, camera ready copy and pdf files of all six subjects in the curriculum * Grade 5 fully designed student text book and teachers guide InDesign package file (editable files with images and other linked files) of all six subjects in the curriculum | End of March  2025 |
|  | * Grade 6 fully designed Student Text Book -hard copy of all six subjects in the curriculum. * Grade 6 fully designed student text book and Teachers Guides printed version, camera ready copy and pdf files of all six subjects in the curriculum * Grade 6 fully designed student text book and teachers guide InDesign package file (editable files with images and other linked files) of all six subjects in the curriculum | End of March 2026 |
|  | * Grade 7 fully designed Student Text Book -hard copy of all five subjects in the curriculum. * Grade 7 fully designed student text book and Teachers Guides printed version, camera ready copy and pdf files of all five subjects in the curriculum * Grade 7 fully designed student text book and teachers guide InDesign package file (editable files with images and other linked files) of all five subjects in the curriculum | End of March 2027 |
|  | * Grade 8 fully designed Student Text Book -hard copy of all five subjects in the curriculum. * Grade 8 fully designed student text book and Teachers Guides printed version, camera ready copy and pdf files of all five subjects in the curriculum * Grade 8 fully designed student text book and teachers guide InDesign package file (editable files with images and other linked files) of all five subjects in the curriculum | End of March  2028 |

1. **TECHNICAL INPUT**

Form a technical team that consists the following expertise:

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| **Technical team** | **Required Nos** |
| Project Manager | 1 |
| Curriculum expert/educationist | 1 |
| Authors | Minimum 2 Max 4 for each subject area |
| Editors | Minimum 2 Max 4 for each subject area |
| Graphic designers and illustrators/layout artists. | Minimum 4 |

Submit a work schedule and hold meetings with NIE periodically (preferably at every stage of development) so that feedbacks could be incorporated.

1. **MANAGEMENT OF THE WORK**

The selected party shall manage all of the revision, development, and provision of Textbooks and be accountable for the timely delivery of the expected quality products.

1. **INTELLECTUAL PROPERTY RIGHTS**

The intellectual property rights of all revised materials under this ToR shall be transferred to NIE and shall handover the following items to NIE.

1. All Revised textbooks and teachers guides in this ToR
2. All revised textbooks and teachers guides of Print-ready package InDesign files in required format:

- Press Quality

- Crop marks

- Bleed Setting

- Updated graphic links (with all images in the books).

1. **DURATION**

The contract shall start from the date of signing the agreement and the complete result should be provided to NIE as per deliverables in this TOR.

1. **MIMIMUM QUALIFICATION/EXPERIENCE REQUIRED**

* The bidder shall have a minimum five years of experience in the field of design and development of textbooks, teaching learning materials.
* Must have at least 5 years of experience in development of curriculum resource materials
* Technical team shall have minimum requirement mentioned below.

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| **Technical team** | **Minimum Qualification and Experience Required** | |
| Project Manager | Qualification | MNQF Level 5 Certificate in related field |
| Experience | 3 projects completed (Related to textbooks development) during past 5 years |
| Curriculum expert/educationist | Qualification | MNQF Level 7 Certificate in related subject area / discipline (Education /teaching) |
| Experience | 5 Years’ experience in teaching |
| Authors | Qualification | MNQF Level 7 Certificate in related subject area / discipline |
| Experience | 3 projects completed (Related to textbooks development) during past 5 years |
| Editors | Qualification | MNQF Level 7 Certificate in Education |
| Experience | 3 projects completed (Related to textbooks development) during past 5 years |
| Graphic designers and illustrators/layout artists. | Qualification | MNQF Level 4 Certificate in related field (Graphic designers and illustrators/layout artists.) |
| Experience | 5 projects completed (Related to textbooks development) during past 5 years |