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Maldives Learning Advancement and Measurement Project (LAMP: P172631)

Ministry of Education

Republic of Maldives

TERMS OF REFERENCE

CONSULTANT TO DEVELOP ONLINE MODULES FOR TRAINING OF TEACHERS ON LITERACY AND ORIENTATION ON LITERACY DEVELOPMENT (FOUNDATION STAGE TILL KEY STAGE 2)

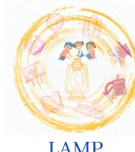
PROCUREMENT REF: MV-MoE-324507-CS-CQS

Background

The Government of Maldives (GoM) has an Education Sector Plan (ESP) endorsed by the Local Education Group (LEG) under implementation. This is the central step required for financial assistance from the GPE. The ESP has four main goals. The first goal is to improve learning for all through equitable access to quality education. The main results of the GoM seeks to achieve under this goal are to ensure that all children from preschool through grade 12 are enrolled in school, learning gaps across atolls are reduced, and overall learning outcomes are improved. The second goal is to provide youth and adults with the necessary skills for employment, decent work and entrepreneurship. The third goal is to ensure equitable access to lifelong learning and a quality higher education for all. The fourth and final goal is to strengthen the system for efficiency to deliver high quality education. The Maldives Learning Advancement and Measurement Project (LAMP) will support the first goal by promoting strategic initiatives to improve learning outcomes in foundation and primary education, with a special focus on the atolls where learning levels are lowest.

Components of the LAMP

The LAMP is organised into three components.



Component one: Strengthening Curriculum Implementation: is designed to strengthen curriculum implementation and improve learning outcomes in key subjects, English, mathematics and Dhivehi at the Foundation and Primary Education stages. To ensure equitable access to learning, this component is also designed to provide support for children with SEN and students at risk.

Component two: Improving Teacher Education and Development: is designed to improve teacher quality and performance; with initiatives aimed at improving both pre-service teacher education and continuing professional development of teachers. The Project will help the GoM to develop SBPD to continuously improve teacher motivation, pedagogical skills, competencies and performance. In addition, the Project will help enhance the quality of pre-service teacher education programs offered by the MNU, IUM, and non-state HEIs.

Component three: Advancing the Measurement of Student Learning and School Performance: is designed to advance the measurement of student learning and school performance; with specific initiatives aimed at modernising the system for learning assessment and developing the school QA system.

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Background of the assignment

Literacy and numeracy are among the most important life skills taught in school, and hence, it is important to ensure that no child leaves school without having mastered these skills to the best of their abilities. Literacy and numeracy skills are essential to every individual to develop and live a standard life and function as part of the society. For this reason, the GoM recognizes that improving children's literacy and numeracy is a prerequisite towards achieving Goal 1 of the ESP 2019-2023.

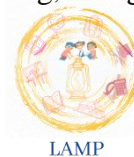
The National Literacy and Mathematics Strategy (NLMS) of the Maldives aims to improve the learning outcomes in Dhivehi and English for students in the foundation and primary grades, with the conviction that it will determine the students' learning success at higher grades, and increase the scope for future life chances by demonstrating competence in the four fundamental skills of reading, writing, speaking, & listening in Dhivehi & English for a wide range of purposes using a variety of strategies effectively in a 21st century context. This requires teachers to be well equipped to design and deliver learning in more child-friendly, professionally informed, and creative ways, using the materials and resources available. Furthermore, the impact of school closure and subsequent learning loss caused due to the COVID-19 pandemic calls for immediate action to improve teacher capacity to implement the necessary interventions.

This training will help the teachers to ensure the quality of students' learning, and implement effective literacy development strategies from Foundation Stage till Key Stage 2 classrooms. Thus, the MoE is looking to hire a Consultant to design and develop a training module on developing students' literacy, for use in the School-Based Professional Development (SBPD) of teachers and conduct Training of Trainers (ToT) for the mentioned stages of education in the Maldives.

Objectives and scope of services

The purpose of this assignment is to design and develop a short-term teacher training module to develop students' literacy skills, for use in the SBPD of teachers. The training module must be designed in a way that will achieve the following objectives:

- Teachers are able to understand and articulate the main cues/strategies that children make use of/need to develop in learning to read, i.e., phonic, grammatical, context, word recognition, and graphic knowledge;
- Increase awareness in teachers for a range of strategies/techniques to develop students' reading comprehension skills from Foundation Stage till Key Stage 2;
- Increase competency in teachers to monitor students' literacy skills for evidence of progress and provide appropriate support and feedback;
- Teachers are able to demonstrate the understanding of different text types and their features;
- Increase knowledge and understanding in teachers of a range of procedures and techniques for developing students' ability to communicate in writing, using different text types, with attention to both the composing and editing processes.





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Ministry of Education

Republic of Maldives

- Develop capacity in teachers to conduct a wide range of activities that would enhance students' skills for phonemic awareness and vocabulary including alphabetic fluency; and
- Teachers are able to incorporate effective techniques to develop intermediate and advanced reading and comprehension skills of students.

Deliverables, timeline, and payment schedule

Timeline	Tasks	Deliverables	Payment %
1 person-months	Develop a trainers' guide to develop students' literacy skills and submit the draft to the NIE.	A draft PDF document giving full details of 5 hours of training, for a trainer to follow submitted to the NIE.	25%
1 person-months	Develop slides for trainers to use in accordance with the trainers' guide and submit to the NIE.	A draft of the PowerPoint presentation of the module, with graphics and activities embedded, submitted to the NIE.	15%
2 person-weeks	Submit the final trainers' guide to develop students' literacy skills, and the slides for trainers to use in accordance with the trainers' guide to the NIE.	The final trainers' guide to develop students' literacy skills, and the slides for trainers to use in accordance with the trainers' guide submitted to the NIE.	30%
2 person-weeks	Conduct an online Training of Trainers (ToT) for the literacy focal points of the all government schools, on how to use the module.	An online ToT conducted for the literacy focal points of all government schools.	30%

Procedure for review of deliverables

A professional team from the NIE will check the deliverables and the professional team lead will provide feedback to the Consultant for the deliverables. The deliverables will be deemed as completed, once approved by the professional team lead, in writing. The professional team lead must ensure that feedback and/or approval for the submitted deliverables are given to the Consultant within 1 person-week of submission of the deliverables.



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



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Republic of Maldives

Required qualifications and experience

- At least a Master's Degree in Teaching, Education, or relevant field.
- Minimum 5 years of experience in the teaching profession.
- Minimum 3 years of experience in providing training for adults.
- Minimum 3 years of experience in providing professional development in the field of literacy
- **Professional competencies**

In addition to the required qualifications and experience, the Consultant must have the following professional competencies:

- Excellent verbal and written communication skills in English, and the ability to prepare forms, reports, and relevant documents in English.

Duration of the contract

The contract duration will be 4 person-months, starting from the date of signing the agreement.

Remuneration

The Consultant will be paid as per the agreement between GoM and the World Bank, upon successful completion of all the deliverables as stated in the "Deliverables, timeline, and payment schedule" and the "Procedure for review of deliverables".

Work station

The Consultant will be expected to work remotely.

