



Maldives Atolls Education Development Project (AEDP: P177768)
Ministry of Education
Republic of Maldives

TERMS OF REFERENCE

Institutional Capacity Building on Assistive Technology for Teaching Students with Complex Learning Profiles (Local consultant)

(Procurement Ref: MV-MOE-328679-NC-RFB)

1. Background:

The Maldives Atoll Education Development Project (AEDP) is organized under five components: (a) enhancing curriculum delivery; (b) continuing teacher development; (c) measuring and enhancing system performance; (d) coordination, monitoring, capacity building and technical assistance; and (e) contingent emergency response. These components and the activities under them were prepared through a process of consultation and collaboration with the Ministry of Education (MoE); the Ministry of Finance and Treasury (MoFT); the atoll education agencies; public and private employers; academics and school principals, teachers, parents and students. The components and activities are also based on the knowledge and experience gained through the implementation of the Learning Assessment and Measurement (LAMP) Global Partnership for Education (GPE) trust fund.

The Government of Maldives (GoM) is implementing the “Maldives: Atoll Education Development Project (AEDP) Project. The project is funded by the World Bank. The objective of the project is to increase access to education and enhance the quality of secondary education. The four components of this project are:

Component 1: Enhancing Curriculum Delivery and Increasing Higher Secondary Participation

The general objective of this component is to promote strategic initiatives at the country level to strengthen and develop the general education system with a special focus on access and quality at the secondary level. Under this component, procurement activities would include purchasing of teaching/learning materials to enhance literacy skills of English language and Numeracy skills of Mathematics, Promote STEM education and ICT in education as well as promote the efficient delivery of the curriculum by strengthening vocational education in selected secondary schools of Maldives.

Component 2: Continuing Teacher Development

The general objective of this component is to develop the schools to strategically implement the initiatives under component 1 (one) by building the capacity of teachers. Under this component in service support for teachers (professional developments of teachers) are planned. This includes developing curriculum materials, addressing pedagogical practices, promoting project-based learning etc. This component also includes activities to support effort of teaching/learning of students with complex learning needs.

Component 3: Measuring and Enhancing School and System Performance

The general objective of this component is to measure the performance of the school system through quality assurance activities and national assessments of learning outcomes. This component would provide support to



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academics in higher education institutions to undertake policy analyses using the information and data from the Quality Assurance activities planned as well as all the National Assessments conducted under AEDP. Under this component the main procurements would be consultancies and human resource development at the atoll level.

Component 4: Coordination, Monitoring, Capacity Building and Technical Assistance

The general objective of this component is to assist the GoM to administer the project and develop institutional capacity. This component will assist GoM to carry out coordination, operations and monitoring support, capacity building and technical assistance, and communications in relation to the Project. Under this component the schools also get grants towards activities conducted by the schools to improve their learning outcomes.

2. Background of the Assignment

Assistive technology (AT) is one of the pedagogical approaches mentioned in the Inclusive Education Policy 2021 that can be incorporated in teaching and learning activities to engage students with complex learning profile (SCLP) in various kinds of activities. In this regard, Department of Inclusive Education (DoIE) gives high priority in building capacity of educators on AT, as being the leading institute to promote inclusive pedagogy and ensure quality education for the SCLP. Currently DoIE lacks institutional capacity on AT thus are unable to provide proper guidance to schools on AT related activities. Therefore, DoIE needs to hire an expert of AT for conducting training for the staff of DoIE and relevant departments of the Ministry of Education.

3. Objectives of the Assignment

This workshop aims to equip DoIE staff and other staff of the ministry of education with the knowledge and skills required to effectively provide professional guidance related to integrate assistive technology into their teaching practices, thereby enhancing the learning experience for students with diverse needs.

4. Scope of the Assignment

Major Topics	Details of the topic	Duration	Deliverables
1) Introduction to Assistive Technology (AT)	-Provide an overview of AT and its importance in enhancing accessibility and inclusion in education.	1 hrs	PPT, session report and learning resources



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2) Legal and Ethical Considerations:	-Familiarizing teachers with relevant laws and policies related to AT. -Addressing ethical considerations in the use of AT, including privacy and confidentiality concerns.	1 hr	PPT, session report and learning resources
3) Types of AT tools	An exploration of various categories of AT tools available to support students with complex learning profiles.	1 hrs	PPT, session report and learning resources
4) Accessible Educational Materials (AEM):	-Strategies for creating and selecting accessible digital and print materials using AT. -Ensuring that educational content is accessible to all students, including those with disabilities.	2 hrs	PPT, session report and learning resources
5) Assessing students' needs	Understanding the process of evaluating individual students to determine their AT needs.	2 hr	PPT, session report and learning resources



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6) Practical session 1: Hands-on Experience & QA	Hands-on activities for participants to explore and experiment with various AT tools and devices. Ask questions, share insights and discuss experiences and concerns related to AT.	3 hrs	PPT, session report and learning resources
7) Practical: Implementing AT in the Classroom:	-Strategies for integrating AT into lesson planning and curriculum development. -Practical demonstrations of how to use AT devices and software in teaching and learning activities (This can be included in the practical session).	2 hrs	PPT, session report and learning resources
8) Universal Design for Learning and Assistive Technology	Exploring the principles of UDL and how they intersect with AT to create inclusive learning environments.	2 hr	PPT, session report and learning resources
9) Types of Assistive Technology for Different Disabilities	Deep dive into AT tools and strategies tailored for specific types of disabilities.	2 hrs	PPT, session report and learning resources



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10) Practical Session 2: Hands-on Experience	Hands-on activities for participants to explore and experiment with various AT tools and devices.	3 hrs	PPT, session report and learning resources
11) Individual Curriculum Plans (ICPs):	-Understanding the role of AT in developing and implementing ICPs for students with disabilities. -Collaborating with other professionals to design effective AT solutions for individual students.	2 hrs	PPT, session report and learning resources
12) Case Studies and Success Stories	Sharing real-world examples of successful AT implementations in educational settings.	2 hrs	PPT, session report and learning resources
13) AT Collaboration and Support:	-Building partnerships with parents, special education professionals, and AT specialists to support students' use of AT. -Accessing resources and professional development opportunities for ongoing support in AT implementation.	1 hr	PPT, session report and learning resources



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5. Evaluation: Based on the Required Qualifications and Experience

A. Required Qualifications and Experience of the Consultant: Mandatory documents.

- Minimum Master's Degree in Assistive Technology/Information Technology in Education or Related Field. (Yes/No)
- At Least 5 Years of Teaching Experience in Schools/Colleges Related to Assistive technology or related field. (Yes/No)
- At Least 5 Years of Experience in Developing Policies and Programs Related to Assistive Technology. (Yes/No)

B. Required Qualifications and Experience of the Consultant: Based on the points

#	Qualifications or specialized knowledge and/or experience required	Points
2	Bachelors' Degree in Assistive Technology/Information Technology in Education or Related Field.	10
3	PhD in Qualification Related to Assistive Technology.	10
6	If Undertaken Similar Activities/Consultation in the Maldives. - Each successful activity will be awarded 5 marks.	10
Total		30

The selection of the consultant will be based on the Mandatory documents and Highest points scored in the evaluation process.

6. Application Instructions:

1. Cover Letter for Expression of Interest
2. CV including information that demonstrates that the candidate is qualified to undertake the scope of work.
3. Work experience documentation. (description of similar assignments, and experiences in similar field of work) as mentioned in clause 5A & B.
4. Copies of attested academic qualifications, as mentioned in clause 5A & B.

Please make sure that all necessary documents are submitted for a comprehensive evaluation.



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7. Reporting

The work will be carried out under the guidance and direction of the implementing agency. The consultant will be required to attend all the relevant meetings arranged by the implementing agency.

8. Terms of Payment

The Consultant will be paid based on the agreed rate by both parties in writing.

9. Estimated duration of contract

It is estimated that the training will take approximately 3 days in Male' and cover minimum 24 hrs for a maximum 25 participants.