



National Institute of Education

Maldives

Term of Reference for Consultant to conduct an assessment of the Teacher Resource Centers, of the National Institute of Education. Maldives.

Background

1. The tsunami disaster that took place in December 2004 brought a down turn for the country in all areas, including social, economic and educational areas. Schools were affected much and in some schools the infrastructure, facilities and resources were destroyed or washed away.

Following the tsunami, recovery work started at national level and at all other levels as well. The importance of providing quality holistic education was given priority. UNICEF took the initiative to assist in establishing a mechanism for providing and ensuring quality holistic education across the nation. Under this initiative, a meeting was held in May 2005 in which participants from Male' and all atolls took part. The meeting was coordinated by Professional Development Unit (PDU) of Educational Development Center (EDC). In this meeting, a proposal was made to build Teacher Resource Centers (TRCs) in all atolls.

The challenge then was to get the financial support to build 20 TRCs, one in each atoll focusing on the Atoll Education Centers mainly. As a result the project experienced a delay. But with the commitment from UNICEF and Educational Development Centre (EDC), the project was carried forward. A survey was done to find out whether schools could provide the required infrastructure of two rooms to establish the TRC. It was found that some schools could not provide the infrastructure needed. To overcome the challenge of infrastructure, UNICEF ultimately decided to construct a two-classroom building to be used as a TRC in those schools in which infrastructure was not available.

This commitment from UNICEF and EDC led to the establishment of TRCs, one in each atoll, in 2007. All TRCs consisted of 2 rooms. One is the training room which is equipped with a SMART board, a projector and appropriate furniture. A broadband internet connection is available for the facilitator to use. The other room is the computer lab in which computer systems with appropriate furniture were provided. Broadband internet connection is available in each of the computer systems. The TRC Coordinator was equipped with a laptop, a movie camera and a hard disk.

With the help of TRCs, successful decentralized training programs were conducted. These programs contributed to improve the quality and access of education throughout the nation. Required training and refresher programs kept the TRC Coordinators up-to-date with required skills and knowledge to conduct relevant training for teachers. The CFS concept was one such successful training program which brought quality changes in every classroom of the nation.

The computer lab and the internet facility were open to teachers from other schools as well for their teaching and learning purpose. Teachers from other schools used these facilities and records of their use were kept. Such use of these facilities by teachers of other schools declined when the internet became more readily available in all the islands.

The TRCs are still functioning as decentralized training hubs. But the facilities, especially the resources are outdated in most TRCs. In the past 11 years, there has not been an upgrade or the upgrade is minimal. Financial support to conduct programs are limited. The TRC Coordinators themselves need a retraining and upgrading for them to be better able to support the schools with improving the implementation of the national curriculum for a quality education.

Purpose

2. The objective of the consultancy is

- i. to conduct and assessment of the TRCs across the country. This assessment is done to understand the current situation and challenges TRCs are facing and to get

recommendations by which the TRCs could provide better services to the schools and community.

- ii. To develop a costed action plan for 2 years (2020-2021) for the TRCs

Tasks to be accomplished

3. The tasks will include the following:

- i. Carry out a comprehensive assessment of TRCs. The assessment will have two components. One can be an online survey to obtain information on the capacity of TRCs, resources allocation and resource availability at TRCs, challenges faced by TRCs in carrying out their designated duties and perceptions of the TRC coordinators. Another online form can be disseminated to school principals to obtain their perceptions on the TRCs and how the TRCs should function for increased support to schools. Since the TRCs are located in islands, it is important to include a face-to-face qualitative part in the study. This part must be carried out in selected 6 TRCs are HA.TRC, B.TRC, ADh.TRC, M.TRC, L.Gan TRC and S.TRC. Qualitative information must be obtained from the TRC coordinators and the School community including principals and teachers.
- ii. The assessment should include, but not limited to, areas such as structure, resourcing, capacity, challenges and also attitudes and norms of stakeholders.
- iii. Develop a report on the assessment with clear findings and specific recommendations for revitalizing the TRCs and enhancing the work of the TRCs.
- iv. Present the findings to the TRCs and NIE and validate the findings. (A virtual meeting will be organized by the NIE to enable the TRCs to join the presentation)
- v. Finalize the assessment report with feedback from the TRCs and NIE. Based on the findings and recommendations of the assessment, and in consultation with the TRCs, develop a costed action plan that can be implemented by the TRCs from 2020-2021. This plan needs to be realistic and achievable. The Action plan must also have a mechanism to monitor the action plan.

- vi. Facilitate a two-day workshop with the TRCs, MoE and NIE to develop and validate the draft action plan.
- vii. Finalize the action plan with feedback from TRCs, NIE and Schools.

Duration of the consultancy: 45 calendar days from the date of signing the contract.

It is expected that the consultant will be available for the duration of this assignment.

Required Qualifications and Experience

4. In order to successfully carry out the tasks listed above, the consultant is required to have the following qualifications and experience:
 - At least a Master's Degree or higher in the Education field
 - At least 5 years of experience as an educator in higher education institutes.
 - Past experience on similar assignment(s) – research, study, review, assessment... etc.

Other Competencies

5. In addition to the required qualifications and experience, consultant will have the following competencies:
 - Strong organization, co-ordination and teamwork skills.
 - Strong client orientation and skills in promoting stakeholders' participation in the project.
 - Excellent verbal and written communication skills in English, and the ability to prepare forms, reports and relevant documents in English.
 - Proficiency in the use of MS Office, basic statistical software, email and the internet.

Institutional Arrangement

6. For the duration of the consultancy, the consultant will regularly report to the head of Education Support Unit of Department of Cooperate Affairs, and will work closely with NIE staff and all related stakeholders.

Duration of services and terms of payment

7. The service is for a period of forty-five (45) calendar days. The consultant will be hired as a specialist/consultant and will be paid in accordance with the agreed rate in phases with respect to the achievement of outcomes as given below.

The payment will be divided by the output of the consultant. The consultant should complete and submit NIE the final documents as agreed and after finalizing and accepting the documents only the payment will be issued.

In number 3 (task to be accomplished), the tasks of the consultant are highlighted. The payment is divided according to the outputs as per the table below.

No:	Task	Payment %
1	Submission and approval of the inception report	10%
2	Designing of the survey (assessment) and formulation of the required tools, together with an implementation schedule and approval of these tools and implementation schedule.	10%
3	Completion of the survey and sharing of findings and approval of the findings	20%
4	Submission and approval of the final report	30%
5	Final Action plan to strengthen the work of the TRCs.	30%



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