



**MALDIVES: ENHANCING EMPLOYABILITY AND RESILIENCE OF YOUTH  
PROJECT (MEERY: P163818)**  
Ministry of Higher Education  
Republic of Maldives

**TERMS OF REFERENCE AND SCOPE OF SERVICES**

**Consultancy to Develop a National Skills Development Master Plan for TVET Authority of  
Maldives**

**(Procurement Ref: MV-MOHE-136367-CS-CQS)**

**1. Background**

Several aspects of the Maldives' recent development pattern highlight imbalances between labour demand and supply. Public sector jobs are predominantly in the civil service with the rapid expansion of cadres in the 1990s and 2000s. However, with the increasing standard of living over time, the labour market has become more challenging for Maldivians in general. Increasing educational attainment among the younger generation and expectations have coincided/collided with the rapid growth in low-skill service jobs associated with tourism and construction, leading to a mismatch in skills supply and demand. Despite the high levels of growth and labour market conditions in public investments, tourism, fisheries and non-tradable tourism related activities, important challenges remain for young Maldivians. These relate to (i) the need for greater inclusion and productive employment for youth, especially for those who cannot rely on public sector jobs (because of a sharp reduction of public sector employment) or who are from the most vulnerable segments of the population; and (ii) an increasing reliance on foreign labour in important sectors such as tourism and construction services and limited opportunities for women.

The Government of Maldives (GoM) is implementing the “Maldives: Enhancing Employability and Resilience of Youth (MEERY)” Project. The project is funded by the World Bank. The objective of the project is to improve the relevance of technical and vocational skills and foster entrepreneurship to promote youth employment in priority sectors. The project is being administered by the Ministry of Higher Education (MoHE), with a Project Steering Committee that will be co-chaired by the MoHE and the Ministry of Economic Development.

The project comprises three components and a Contingent Emergency Component. The three primary components are;

**Component 1: Fostering skills development and entrepreneurship in priority sectors (Tourism & Construction and ICT related Services Sectors through four sub-components:**

*1.1: Labour-market assessment and analysis for demand driven skills identification*

*1.2: Revision of Skills Development (TVET and Entrepreneurship) Curriculum*

*1.3: Face-to-Face Skills Delivery.*

*1.4: Support for Entrepreneurship Development.*

**Component 2: Promoting entrepreneurship and employment through skills Development and eLearning Strategy through three sub-components:**

*2.1: Strategy Development, Strengthening and Diversifying skills development programs.*

*2.2: IT infrastructure for skills development and jobs platform.*

*2.3: Career hubs for education-industry linkages.*

**Component 3: Project Coordination, Monitoring and Evaluation**

**2. Introduction:**

As part of the MEERY project, implemented by the Ministry of Higher Education (MoHE), the project is financing for skills development and entrepreneurship in priority sectors including tourism, ICT and construction sector and MEERY wishes to recruit a consultant to prepare National Skills Development Master Plan (NSDMP) to support the Technical and Vocational Education and Training (TVET) system in the Maldives.

Recognizing the importance of developing the youth sector to enable Maldives to transition from an upper-middle-income country to a high-income country, the World Bank Country Partnership Framework (CPF; Report No. 103724-MV) FY16–FY19 sets out the importance of enhancing employability and resilience of youth in the country. The Maldives Enhancing Employability and Resilience of Youth (MEERY) project aims to support the government’s efforts. The MEERY Project, launched in 2019, is fully aligned with the CPF’s strategic goal to “contribute to enabling more inclusive and sustainable growth through better use of the country’s assets, including human capital, natural resources, and financial resources” and its first objective of “enhancing employability and economic opportunities” and cross-cutting themes of youth, gender, and governance. By promoting employment through human capital development and entrepreneurship

promotion, the project will help increase economic opportunities for young people and promote equitable economic and social development in the country.

The NSDMP shall be developed in alignment with the relevant objectives and policies identified in National Development Plan and the Strategic Action Plan 2019-2023 prepared by the GoM. The NSDMP is expected to identify the needs, policies, strategies, immediate and medium-term priorities for skills development for the country. The masterplan will also take into consideration findings and recommendations of the Training Needs Analysis undertaken by the MoHE in 2019

### **3. Objective:**

The objective of this assignment is to develop a five-year master plan aligned for National Skills Development for Maldives to become an equitable, prosperous, inclusive, connected island nation,

### **4. Scope of Services:**

The Government of Maldives (GoM) wishes to complete the NSDMP by the end of third quarter of 2020. It is expected that work on this assignment will commence in the second quarter of 2020. The project is being led by a steering committee, to be formed for this assignment, and will be chaired by the Minister of State for Higher Education. The consultant will be working with staff of the TVET Authority that operates under the MoHE, and the overall responsibility is to develop master plan in consultation with the steering committee and other stakeholders.

Since a strategic plan or a master plan in the area of skills development has never been developed hitherto, a broad range of questions needs to be examined in the planning process. The master plan shall examine, but not be limited to, the following considerations:

- How is skills development related to economic and social development in the context of Maldives as a Small Island Developing State (SIDS)?
- What is the current state of supply of skills development/training in the country, in both the public and the private sectors?
- What is the credential gap in terms of growth needed and the projected natural growth in the five-year period (2021 to 2025)?

- What role should the State play in national skills development? What share of the skills training delivery should be in the private sector and the industry?
- How best can skills providers awards skill certifications? What types of credentials are needed in the skills sector?
- What should be the focus population segments for skills development in the next five years? (E.g. recent school leavers, adult learners, females, etc.)
- What impediments are there in the supply side for skill shortage? (E.g. quantity and quality of school leavers, quality and quantity of TVET graduates, weak provider systems, limited range of program offerings, limited workplace opportunities, etc.)
- What challenges are there for the acceleration of skills development /workforce development in the country?
- What demands exist and are foreseen in the short to medium term in skills training?
- What type of information systems are required for gathering and analysing credible and reliable skills demand in the country?
- How should public sector growth be spread between government funded institutes, polytechnics and private training providers.
- How can the relevance of the TVET curriculum and graduate employability be improved?
- How can the quality of teaching and the pedagogy be achieved and maintained at international TVET standards?
- What legal/regulatory/policy tools and strategies are required to further strengthen the governance and accountability of the TVET sector?
- Is there a justification /rationale for the development of a separate qualifications framework for the skills sector?
- What specific needs exist (in terms of physical, technical, organisational, financial and human resources) to consolidate and further strengthen the TVET Authority and its institutional architecture?
- To what extent and how best can the delivery of skills training be distributed outside the capital city. Male?
- How can ICT be effectively utilised in the delivery and expansion of skills development? What improvements are required for the development of the ICT infrastructure for skills development?

- What is the role of GOM in encouraging skills training to undertake relevant research?
- Given the suggested expansion, what is a reasonable target for the proportion of GDP and the overall TVET budget going to HE and skills Training? Explore options on financing for the expansion?
- Can the funding mechanisms be improved so as to reward performance against national targets? Such as focus on possibility of performance-based funding, public and private training providers etc.

## **5. Scope of work:**

The development of the master plan shall adopt a consultative and participatory approach and process. There shall be emphasis on ensuring Government's sense of ownership and ensure broad-based support from stakeholders to the master plan.

The consultant shall be responsible to deliver the completed five-year (2021 to 2025) master plan of skills development within the country.

The assignment shall be conducted in the following two continuous phases.

### **Phase 1: Research, review and analysis of skills sector. This will involve:**

- i. Preparation and submission of an Inception Report outlining the proposed methodology and timeline for preparing the master plan.
- ii. Assessment of the current state of skills delivery programs in terms of supply and demand and gap analysis in the Maldives.
- iii. Conduct meetings and consultations with MEERY project financed work on TNA,
- iv. Identification of the skills demand across the country (islands/regions), and explore a mechanism that can allow the TVET to undertake continuous assessment of skills demand.
- v. Identification of the main challenges for skills training,
- vi. Review and assessment of the past and current skills development programs and their impact,
- vii. Conduct meetings and consultations with sector councils and all relevant training providers, and employers,

- viii. Review existing government policies, regulatory frameworks, and delivery mechanisms in Male' and other islands/atolls.
- ix. Review institutional arrangements for standards setting, quality assurance and accountability mechanism of the skills sector,
- x. Analyse the present operations, practices and limitations with a view to identify needs, gaps, requirement for improvement and policy options for the development of the skill sector in the short to medium term.
- xi. Identification of the need and rationale for developing a National Vocational Qualifications Framework (NVQF).

**Phase 2: Preparation of Master Plan, prioritization of policy options, strategies and actions.**

The master plan priorities are expected to be informed by the policy options generated in the analysis in phase one. The master plan is expected to come up with feasible and realistic policies, strategies and actions to address the development of the skills training sector, addressing equality of opportunity, efficiency, quality of learning, and inclusivity. The policies will be in alignment with the national development priorities of the Maldives.

Phase two will involve:

- xii. Conducting a one-day planning retreat to share the findings of phase I and to generate vision, mission, goals, policies and major strategies for the master plan.
- xiii. Identification of policy options for skills development,
- xiv. Conducting meetings and consultations with Sector Councils, training providers, employers to identify respective activities for the strategies and other details necessary to develop the first draft of the master plan.
- xv. Ranking and prioritization of programs/projects per skills sub-sectors
- xvi. Preparing and presenting draft master plan to the steering committee
- xvii. Presenting draft master plan to national stakeholder workshop to obtain feedback to the contents of the master plan,
- xviii. Developing a skills delivery plan for Maldives (regional/islands/atolls)
- xix. Development of a funding strategy for skills development sector,
- xx. Preparation of implementation strategies of the master plan,
- xxi. Recommendation of legal, regulatory, organisational and institutional requirements necessary to develop the skills training sector to assure quality and accountability.

- xxii. Advising the GoM on the undertaking of primary research and data analysis in selected topic areas,
- xxiii. Development of draft TOR for consultancy to develop benchmarks, standards, and review procedures for the NVQ system.

## 6. Qualification:

In order to successfully carry out the tasks listed above, a firm of not less than 5 consultants are required to have the following qualifications and experiences:

- At least a Master’s Degree in relevant discipline,
- At least 8 years of experience in training and development especially in the area of TVET
- Extensive experience in Quality Assurance in TVET
- Sufficient consultancy experience, especially in the management of technical and vocational education sector, will be an added advantage.
- Good communication skills, with fluency in written and spoken English.
- Good analytic and report writing skills.

## 7. Deliverables and Remuneration:

**Deliverable 1** – Upon submission and acceptance of Inception report– 10%

**Deliverable 2** – Upon submission and acceptance of Analytical Report for phase I – 25%

**Deliverable 3** – Upon submission and acceptance of Final Plans (Master Plan, Strategic Plan and Action Plan) – 65%

## 8. Selection Criteria for Firm:

<b>ACCREDITATION – [10M]</b>	<b>MARKS</b>
Company Profile.	5
Company Registration Certificate.	5
<b>EXPERIENCE (FIRM) – [75M]</b>	<b>MARKS</b>
8 or more years of in training and development especially in the area of TVET.	25
Extensive experience in Quality Assurance in TVET.	25
Sufficient consultancy experience, especially in the management of technical and vocational education sector.	25

<b>AVAILABILITY OF KEY STAFF– [15M]</b>	<b>MARKS</b>
Minimum five (5) staff with Master’s Degree in relevant field are available	10
Organisation chart of proposed team	5

All interested parties must submit validated documentary evidence to support the above criteria. Based on the above criteria, only the selected firm will be invited to submit the Technical and Financial Proposal (whereby more information will be requested).

*Selection will be made based on Consultant’s Qualification-Bases Selection (CQS) method set out in the World Bank Procurement Regulations for IPF Borrowers’ Procurement in Investment Project Financing- Goods, Works, Non-Consulting and Consulting Services, July 2016 Revised November 2017 and August 2018.*

**9. Institutional Arrangements and Supervision:**

The Consultant will be supervised by and report to the Minister of State overseeing the TVET Authority of MoHE. The Director General of the TVET Authority will be the counterpart for the consultant. The counterpart will assist the consultant in convening consultation meetings and arranging visits both in Male and in other islands. The consultant will work at his/her own workplace. However, the consultant will be required to attend all the relevant meetings arranged by the TVET Authority.

**10. Duration of services:**

The service is for a period of five (5) months. The firm will be hired as a consultant under the project and will be paid in accordance with the agreed rate upon completion of the outputs specified in the TOR and the contract.