



MALDIVES: ENHANCING EMPLOYABILITY AND RESILIENCE OF YOUTH PROJECT

(MEERY: P163818)

Ministry of Higher Education
Republic of Maldives

Development of Courses on ICT Education for Maldives Polytechnic

(Procurement Ref: MV-MOHE-168749-CS-CDS)

TERMS OF REFERENCE AND SCOPE OF SERVICES

1. Background:

Several aspects of the Maldives' recent development pattern highlight imbalances between labor 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 labor 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 labor 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 labor 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: Labor-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. Objectives:

Objectives for the implementation of courses on ICT Education are;

- Support Functions: Administrative, Technical and Supportive functions.
- Learning Assistance: Assistance and support for Learning and Teaching.
- New Learning: New teaching and learning methods, techniques and tools.
- To help students to become competent and confident users who can use the basic knowledge and skills acquired to assist them in their daily lives.
- To help learners to have an open and flexible mind.
- It aims to equip learners with the appropriate social skills required to cooperate with fellow ICT learners for a more productive learning experience.
- It empowers students who are unable to use this technology outside the school premises by ensuring sufficient access to those students.
- ICT is to facilitate good communication between the students, thus promoting better social understanding.
- ICT aims to assist students to appreciate the beauty and diversity of culture.
- ICT aims to assist students to grow personally by facilitating different methods of learning.
- It also aims to allow the public to easily access the necessary information over the Internet.

3. Scope of Services:

The impact of ICT on the overall development of the personality can be extremely significant. In particular, its effect on the improvement of communication skills is treated as a central goal of the ICT curriculum. Language barriers and isolation can deny students access to the wide range of digital information and resources. Heightened awareness on the part of the system will help address these students' problems of access. The curriculum focuses on training the student to working with a variety of resources; learning to critically appraise information and resources; and making safe, productive, ethical and legal use of these resources a habit. Hence, the consultant is expected to perform the following tasks:

- Study the existing market research in ICT related areas and determine the instructional strategies that should be used to match the target audience.
- Develop a competency-based course curriculum for level 4 and 5 on Information Technology.
- Develop competency-based course curriculums for level 3, 4 and 5 on Coding, Networking and Hardware (IT).
- Develop competency-based course curriculum for level 3, 4 and 5 on Internet of Things: Technology & Applications
- Specify the course structure in a visual format and integrate any available data to produce a blueprint of the courses for Coding, Networking, Hardware (IT) and Internet of Things: Technology & Applications
- Develop course materials list for level 3, 4 and 5 of Coding, Networking and Hardware (IT) and Internet of Things: Technology & Applications.
- Develop assessment criteria and methodology for all requested courses.
- Prepare a staff plan in accordance with the implementation of the new curriculum
- Develop a schematic arrangement of the labs and classrooms.

*Note: All the courses should meet the requirements of Maldives Qualification Authority.

4. Approach:

The consultant is expected to develop competency-based course structures and curriculums based on training need analysis and develop lists of course materials, practical equipment and tools and other relevant details. The consultant will be expected to consult with polytechnic staff. Material collected will be reformatted where necessary for publication.

5. Project Deliverables and Timeline:

- Submission of an inception report including work plan (timeline) for the assignment - Seven days after contract signing.
- Submission of comprehensive report along with clear cut structure of every course - Within 8 weeks after contract signing.
 - a) Submit inception report with 7 days of contract signing.
 - b) Competency based course curriculums including course structures, course material lists, required staff plan, site plan, expected duration to successful completion of implementing the course and other relevant details for level 3 to 5 on Coding, Networking Hardware (IT) and Internet of Things: Technology & Applications.
 - c) Competency based course curriculums including course structures, course material lists, required staff plan, site plan, expected duration to successful completion of implementing the course and other relevant details for Information Technology (Level 4 & 5).

6. Qualifications and Experience

Applications are expected from suitably qualified individuals satisfying the following requirements:

Qualification

- Masters'/Bachelor's Degree in Education Management, ICT or any other relevant field.

Experience:

- 2 years of experience in professional experience in the field of technical and vocational education training.
- 4 years of experience in professional experience in the field of ICT or any other relevant field.
- 4 years of experience in education curriculum development (teaching/learning materials development, design course structure and content, quality assurance process) preferably in TVET areas.

7. Institutional Arrangements:

Consultant will work at their own workplace however, the consultant must attend all relevant meetings arranged by the Maldives Polytechnic, Ministry of Higher Education.

8. Duration of services:

The service is for a period of two and a half (2.5) months.