

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



NATIONAL
INSTITUTE OF
EDUCATION

TERMS OF REFERENCE FOR AN INTERNATIONAL INSTITUTION TO SUPPORT TEACHER TRAINING ON ONLINE EDUCATION (PEDAGOGY AND ASSESSMENT) AND RELATED POLICY DEVELOPMENT CONSULTANCY

Consultancy to Support Teachers on Online Education



DECEMBER 15, 2020

NATIONAL INSTITUTE OF EDUCATION
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Terms of Reference for an International Institution to Support
Teacher Training on Online Education (Pedagogy and Assessment) and Related Policy
Development

1. Purpose of assignment (attach background documents if any)

Background to the proposed intervention

The Maldives is composed of about 1100 scattered islands of which about 202 are inhabited. Each island is separated by the sea. The Maldives has a history of distance and online education. In the latter part of 1990, there were distance education programs carried out by Non-Formal Education Unit (the present National Institute of Education - NIE) of Ministry of Education. It was not a time of internet and mobile phones. Communication among islands took place over walkie talkie and radio telephone. Materials like printed books and audio tapes were distributed to islands by sea-route. To clear doubts, participants had to attend the walkie talkie post of island administration office where their doubts are cleared by tutors working at the central level. NIE has been continuing online education in different forms and on different platforms until to date.

The pandemic COVID-19 affect the education system throughout the world and Maldives is no exception. On 19th March 2020, all schools and government offices were closed, and the country went into a full lockdown on 15th April 2020. More than 91,000 school children in the Maldives are affected by the prolonged school closure.

From the time the schools were closed on 19th March 2020, teaching and learning continued in Key Stages 4 and 5 (Grades 9, 10, 11 and 12) through online and distance modes. But with the country going into full lockdown on 19th April 2020, online and distance learning discontinued as getting together for preparation and recording of lessons were not possible. The classes resumed in June with arrangements made mostly in island schools for preparing online lessons. This included play-based learning activities (for FS), lessons and literacy/numeracy fun activities conducted via Telikilaas and use of Google Classroom to interact and deliver lessons. Some of the other digital platforms used were Google Meet, YouTube, TED-ED, Filaa Portal (owned by MoE), Google Drive, Edu Page and Moodle.

With this new mode of learning, smiles lit-up on the faces of everyone, especially students, parents and teachers. The excitement, engagement and dedication were not without any challenges. Technical capacity of teachers being not enough, slow internet connectivity, expensive internet access and lack of experience in working from home are among major challenges. The Maldives Education Response Plan for COVID- 19 proposed interventions to address the technical capacity of teachers for online and distance learning. With support from UNICEF, MoE supported a program to train and certify a total of 2000 teachers in G-Suite. To, date a total of 1400 teachers have been certified and a total of over 2500 are undergoing the G-Suite training. But it suggested that this is unlikely to be sufficient enough *“to provide the necessary skills to make teachers competent in designing and delivering effective and interactive lessons, including appropriately conceived assignments”* (p. 29). The plan also notes that there is neither an enabling policy nor an established digital infrastructure to support a good virtual learning system.

In addition, the NCF (National Curriculum Framework) of the Maldives promotes holistic approach to education and emphasis is laid on developing individuals who are confident in using technology, employ digital technologies and communication tools successfully. Hence it is a requirement for teachers to be fully equipped with digital pedagogical skills to enable integration of ICT in their subjects of specialization.

As such, this TOR proposes capacity building and upskilling of teachers in online pedagogy and assessment and strengthening the policy framework for online and distance learning.

2. Objectives and Scope of Work of the proposed intervention

The purpose of the assignment is to:

1. To develop and implement a comprehensive training program for the teacher trainers and curriculum developers at the National Institute of Education on providing online education (covering online and televised lessons), focusing on pedagogy and assessment of online education.
2. To develop an online, self-paced interactive short course of 20 hours for teachers on online education focusing on assessment and pedagogy in online education.
3. To provide technical support to the policy planning team of the Ministry of Education and the National Institution of Education to draft a policy for online education.

3. Duty station:

Maldives, Male

A coordinator or a liaising person from the institution should be stationed in Male' for the duration of the consultancy

4. Supervisor

Education Development Officer Coordinator Hussain Majid supported by the project team.

5. Major tasks to be accomplished

Major tasks to be undertaken by the consultant in the intervention	Deliverables
<p>a) In consultation with the NIE teacher trainers and the curriculum team, develop and implement a comprehensive training program for the teacher trainers, curriculum developers and coordinators of the Teacher Resource Centres on providing online education (covering online and televised lessons), focusing on pedagogy and assessment of online education.</p> <ul style="list-style-type: none"> • Identify the learning needs in consultation with NIE team to inform the design of the training program. • The training would cover 1) effective online pedagogies, 2) online assessment methods and tools, 3) marking and online feedback to learners, 4) synchronous and asynchronous delivery, 5) handling online communication with learners, 6) preparing audio-visual materials including audio-video editing, 7) integrating technology in lessons 8) anti-bullying and anti-harassment strategies 9) conducting webinars 10) basic strategies for online SEN teaching 11) conducting listening classes online 12) doing student assessment analysis online 13) screen casting 	<ul style="list-style-type: none"> • Report on the learning needs assessment. • Final set of training materials and modules. • Training delivered for 70 teacher trainers, curriculum developers and coordinators of the Teacher Resource Centres (list of staff).
<p>b) In consultation with NIE teacher trainers and the curriculum team, develop a general one online, self-paced, interactive short course of 20 hours for teachers on online education focusing on assessment and pedagogy in online education. This course is a general online education course which will cover basic skills for online pedagogy and assessment.</p> <ul style="list-style-type: none"> • This course will be finalized in consultation with NIE team. This general course should cover basics of effective online pedagogies, assessment methods and tools, feedback 	<ul style="list-style-type: none"> • Final course developed and made available online on Canvas for teachers • Technical guide developed

<p>mechanisms, preparing digital teaching aids, online communication, online marking and feedback, anti-bullying and anti-harassment strategies, technology integration into online teaching.</p>	
<p>c) Provide technical support to MoE and NIE team to draft a policy for online education. This task will include the following inputs:</p> <ul style="list-style-type: none"> i) Provide an orientation to the team on how to develop a policy on online education and the elements to include in it. ii) Provide the team with a template to write the policy. iii) Once the MOE and NIE team provides the first draft of the policy, provide feedback to improve the draft. iv) Provide technical approval of the final draft 	<ul style="list-style-type: none"> • Final draft of the policy on online education.
<p>6) Estimated duration of contract</p> <p>Four calendar months starting from February 2021</p>	
<p>7) Official travel involved</p> <p>Due to travel restrictions because of COVID-19, no local travel will be undertaken.</p>	
<p>8) Estimated cost of the consultancy (to be proposed by the consulting institution / firm)</p>	
<p>9) Qualifications or specialized knowledge and/or experience required</p> <ul style="list-style-type: none"> • The company or institution must have a minimum of 5 years of experience in providing training on online and/or distance learning • Must have at least 7 years of experience in developing education policies, especially on learning and assessment. • Must have proven ability to deliver high quality training • Excellent training and facilitation skills. • Specialized knowledge and experience in developing online courses. • Excellent verbal and written communication skills in English, and the ability to prepare forms, reports, and relevant documents in English • The institution should suggest a team for this consultancy. 	

- Suggested team composition: (1) Program Designer, (2) Training Expert, (3) Online Education Expert, (4) Support Expert (logistic and training after-care). A program leader from among the team or otherwise should be identified and named.
- The key expert minimum qualification requirements are postgraduate degree in the field of expertise as a member of the team
- Mandatory documents: letter of expression of interest, institute registration certificate (valid), company profile, a technical proposal to implement the consultancy, CVs of proposed team members, evidence of projects completed successfully, evidence of institutes capacity to meet the requirement, evidence of financial strength to carry out the project (such as audit statement, bank document... etc.)

10) Payment schedule

The consultancy will be hired as an international consultancy from an institution or firm and will be paid in accordance with the agreed rate in phases with respect to deliverables. The payment will be divided as per the output of the consultancy. The institution or firm should complete and submit the final documents as agreed and after finalizing and accepting the documents only the payment will be issued. A tentative payment schedule is given below.

No:	Deliverables	Payment %
1	Developing the training module for teacher trainers, curriculum developers and coordinators of the Teacher Resource Centres with a training schedule and approval of these tools and training schedule.	20%
2	Submit and approval of the report of the training delivered to 70 teacher trainers, curriculum developers and coordinators of the Teacher Resource Centres	20%
3	Developing the online, self-paced interactive short course of 20 hours on online education and made it available online on Canvas platform	20%
4	Providing technical support to the National Institute of Education and Ministry of Education team to draft a policy on online education and producing the final draft of the policy	10%
5	Final report of the consultancy submitted and accepted by the National Institute of Education and Ministry of Education team.	30%