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Learning Advancement and Measurement Project (LAMP: P172631)

Ministry of Education

Republic of Maldives

TERMS OF REFERENCE

Consultancy to conduct teacher training workshops on preparation for post pandemic schooling for special education need (SEN) teachers

(Procurement Ref: MV-MOE-211625-CS-INDV)

Background

The Government of Maldives (GoM) has an Education Sector Plan (ESP) endorsed by the Local Education Group (LEG) under implementation. This is the central step required for financial assistance from the GPE. The ESP has four main goals. The first goal is to improve learning for all through equitable access to quality education. The main results of the GoM seeks to achieve under this goal are to ensure that all children from pre-school through grade 12 are enrolled in school, learning gaps across atolls are reduced, and overall learning outcomes are improved. The second goal is to provide youth and adults with the necessary skills for employment, decent work and entrepreneurship. The third goal is to ensure equitable access to lifelong learning and a quality higher education for all. The fourth and final goal is to strengthen the system for efficiency to deliver high quality education. The Maldives Learning Advancement and Measurement Project (LAMP) will support the first goal by promoting strategic initiatives to improve learning outcomes in foundation and primary education, with a special focus on the atolls where learning levels are lowest.

Components of the LAMP

The LAMP is organized into three components.

Component one: Strengthening Curriculum Implementation: is designed to strengthen curriculum implementation and improve learning outcomes in key subjects, English, mathematics and Dhivehi at the Foundation and Primary Education stages. To ensure equitable access to learning, this component is also designed to provide support for children with SEN and students at risk.

Component two: Improving Teacher Education and Development: is designed to improve teacher quality and performance; with initiatives aimed at improving both pre-service teacher education and continuing professional development of teachers. The Project will help the GoM to develop SBPD to continuously improve teacher motivation, pedagogical skills, competencies and performance. In addition, the Project will help enhance the quality of pre-service teacher education programs offered by the MNU, IUM, and non-state HEIs.

Component three: Advancing the Measurement of Student Learning and School Performance: is designed to advance the measurement of student learning and school performance; with specific initiatives aimed at modernizing the system for learning assessment and developing the school QA system.

Background of the Assignment

Upon the outbreak of COVID-19 pandemic globally, the Maldives acted fast to close its schools in the beginning of March to prevent the spread and keep children safe from the virus. This closure of schools was extended until July, when the Ministry of Education (MoE) with consent from HPA

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reopened the schools except for schools in capital Male' City where the spread is at peak; where schools still remain closed for lower grade classes.

Schools support the learning, health, and development of children and are key to reducing societal inequities. Prolonged absences to school have detrimental effects on both children and families. Parents and families have reported that school closure has increased child stress and loneliness and is declining mental health of many children, especially for children with special learning needs. With the loss of supportive routines and structures and healthy behavior interventions, students with complex learning profiles (SCLPs) have been impacted, which has led to conflict for parents and families.

COVID-19 has directly impacted over 91,000 school children from pre-KG to higher secondary in the Maldives; among them 4100 are estimated to having some degree of special educational needs. To minimize the learning loss, address the adverse impacts of COVID-19 on education, and prepare well for reopening of schools under new norms dictated by the unparalleled health and safety concerns, the MoE with support from UNICEF developed the Education Response Plan (ERP) through which the Department of Inclusive Education (DoIE) proposes to conduct capacity development trainings for SEN teachers.

Under the component 2.1 of the LAMP, this consultancy will develop and conduct 3 training programs for SEN teachers, other schoolteachers and/or parents of all government schools as relevant.

Objective and Scope of the work

The DoIE seeks the services of qualified and experienced local education specialists who would work with DoIE to develop training modules and facilitate two workshops and series of webinars on capacity development training for SEN teachers, other school teachers and/or parents. The workshops and webinars will be conducted virtually under the current situations.

The objective of the assignment is two-fold:

1. To develop training modules and webinar concepts, and;
2. To facilitate and conduct the 2 teacher training workshops with DoIE's direction.



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Methodology & Expected Output

Activity #	Training details	Output
2.1.3	Train SEN teachers on dealing with very severe challenging behaviors of students who spit and have continuous drooling problems.	Develop training module and deliver the training to SEN teachers of all government schools. The schools will be divided into 6 zones and workshops will be conducted for two week in each zone.
2.1.6	Webinar series on basic psychosocial support skills for teachers and parents in dealing with stressful situations during the pandemic.	Develop webinar concept paper and provide technical support to DoIE to conduct the webinars.
2.1.7	Capacity building of teachers on positive behavior support during home schooling / school closure.	Develop training module and deliver the training to SEN teachers of all government schools. The schools will be divided into 6 zones and workshops will be conducted for two week in each zone.

Deliverables:

The consultant/consultancy is expected to submit the following materials to DoIE:

1. Developed training package with the knowledge content including power point presentations of a 2 weeks training schedule for activity 2.1.3 Train SEN teachers on dealing with very severe challenging behaviors of students who spit and have continuous drooling problems and 2.1.7 Capacity building of teachers on positive behavior support during homeschooling / school closure.
2. Developed webinar concept paper for activity 2.1.6. Basic psychosocial support skills for teachers and parents in dealing with stressful situations during the pandemic.



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3. Work plan to conduct the workshops.
4. Conduct and facilitate 2 teacher training workshops for 6 different zones.
5. Conduct and facilitate series of webinars for mass media.

Expected Outputs and delivery dates:

Timetable after signature of contract:

Output 1 (Deadline: within six months):

- Development of training materials and delivery of all 6 workshops on dealing with very severe challenging behaviors of students who spit and have continuous drooling problems for all SEN teachers through virtual platforms.

Output 2 (Deadline: within three months):

- Development of concept paper for series of 3 webinars on basic psychosocial support skills for teachers and parents in dealing with stressful situations during the pandemic.

Webinar 1: Basic psychosocial support skills for parents in dealing with challenging behaviors at home

Webinar 2: resilience in times of uncertainty

Webinar 3: Managing anxiety through the pandemic

Output 3 (Deadline: within six months):

- Development of training materials and delivery of all 6 workshops on Capacity building of teachers on positive behavior support during homeschooling / school closure.

Required Qualifications and Experience:

- At least a postgraduate degree (Master's or above) in inclusive education, special education or related field of study.
- Must have at least 5 years of experience of providing interventions and training in special education or related fields of consultancy.
- Should have taken similar projects at national or international level.

Professional Competencies:

- Must have sensitivity to diverse opinions and difficulties arising from differing social perceptions.
- Effective facilitation skills and communication skills.
- Ability to work in a team.

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Estimated duration of the project

The specialist service is expected for a period of 6 months from April to September 2021.

Remuneration

As per the agreement between GoM and the World Bank for the LAMP project, the consultancy will be paid accordingly, upon satisfactory submission of outputs. The payment details will be shared upon request. Facilities to be provided

The consultancy will be entitled to the following facilities:

- An office/desk at the DoIE with equipment including a computer/laptop and docking station, telecommunication services, and access to printing, photocopying and scanning equipment.