

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



Learning Advancement and Measurement Project (LAMP: P172631)

Ministry of Education

Republic of Maldives

TERMS OF REFERENCE

Project Assistant

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 preschool 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

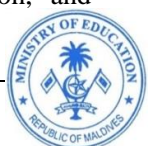
The LAMP is organised into three components.

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 modernising the system for learning assessment and developing the school QA system.

Component 4: Coordination, Monitoring, Policy Analysis and Technical Assistance: This component will cover coordination, operations and monitoring support, technical expertise, policy research and evaluation, and communications.



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Background of the Assigned Work

One important goal identified in the Education Sector Plan (ESP) (2019-2023) is strengthening the system efficiency to provide quality education in the Maldives. The first goal of the ESP focuses on quality schooling system in order to foster children's lifelong learning skills and to ensure holistic and equitable education for all children. In line with this, the Ministry of Higher Education (MoHE) is working collaboratively with the Ministry of Education (MoE) to improve teacher education and teacher quality in the Maldives. The sub-components of the LAMP would assist to strengthen and improve teacher education programmes offered at higher education institutions as well as enhance quality of teaching at schools. The LAMP will support the outlined goal through two sub-components as given below:

1. Sub-component 2.2: Strengthening Pre-Service Teacher Education; and
2. Sub-component 4.6: Research and Studies on School Based Professional Development (SBPD) and Quality Assurance (QA) Effectiveness.

The sub-component 2.2 is planned to enhance the quality of pre-service teacher education for Foundation and Primary education through the MNU, IUM, and several non-state Higher Education Institutions. The project is expected to achieve the following outcomes:

- Offer professional training related to online teaching and learning for teacher educators;
- Organise workshops for all student teachers related to ICT enhanced teaching and learning;
- Prepare teacher education materials/readings for Dhivehi medium courses;
- Install equipment for a virtual teaching and learning setting, and provide training for teacher educators; and
- Provide exchange programmes for teacher educators' professional development.

The sub-component 4.6 focuses on improving teacher quality in the Maldivian schools. The project involves improving teacher quality and student learning across 110 schools in 12 atolls: Alifu Alifu, Alifu Dhaalu, Faafu, Kaafu, Laamu, Noonu, Raa, Shaviyani, and Male', and selected schools in Gaafu Alifu, Gaafu Dhaalu, and Seenu Atoll. The schools in these atolls have been identified as the lowest of student learning in the recent (2017) National Assessment of Learning Outcomes (NALO). The following overall outcomes are expected to be achieved:

- Identify priority areas, conduct teacher quality intervention programmes and bring about a change to teachers' teaching through their involvement in research;
- Develop and validate a teacher quality measurement tool;
- Write the final report and disseminate the findings in conferences and academic journals;



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- Offer professional development opportunities for one teacher from each atoll; and
- Offer professional development opportunities for two researchers who are involved in the school improvement project.

The Work Assignment

The project assistant's work will be centered around effective implementation of day-to-day activities of the two sub-components led by the MoHE. This is an important role for the MoHE, as the activities of the two sub-components will be mainly managed by two professionals (one from Maldives National University (MNU) and another from Islamic University of Maldives (IUM)) outside the MoHE, thus assisting and managing day-to-day administrative work will be a large part of this role. The leading team at the MoHE includes staff involved in the implementation of the LAMP at the MoHE, MNU and IUM.

Key Tasks

The project assistant's work will be overseen and supervised by the designated LAMP steering committee member from MoHE or a senior staff designated by him/her for the role. The main duties and responsibilities associated with the role are to:

1. Assist the work of the two professionals who will be managing the LAMP sub-components of the MoHE (2.2 and 4.6);
2. Monitor and ensure all the activities closely follow the timelines of the two sub-components;
3. Liaise with different stakeholders and communicate with concerned focal points of different departments or institutions regarding different activities outlined in the project timeline;
4. Facilitate day-to-day operational work;
5. Organise activities such as workshops, conferences, and seminars where and when necessary, to assist the work of the two professionals of the MNU and IUM;
6. Arrange travel arrangements, accommodations, and trips for data collection to different atolls;
7. Participate in regular meetings, discussions, monitoring meetings with stakeholders, respective departments and institutions;
8. Update activity sheets, draft request letters, and necessary documents in collaboration with the leading team at the MoHE;
9. Establish a consistent and systematic monitoring mechanism to carefully oversee the project sub-components' progress;
10. Document all the meeting minutes, activity reports, or any relevant documentation necessary for record keeping of the LAMP activities; and
11. Complete any other relevant day-to-day administrative duties of the LAMP, assigned by the leading team at the MoHE.



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Schedule

The duration of the work will be based on a fixed term contract for a period of one year, starting from 22nd August 2021 to 22nd August 2022. The contract may be renewed based on the need and the performance appraisal by the leading team at the MoHE and a no objection from the World Bank.

Remuneration

As per the agreement between the GoM and the WB for this position, according to the National Pay Commission's Circular Number 13-NPC/CIR/2018/5, and the salary structure for the GS4 position stated in the Administrative and Technical structure for the Civil Service positions.

Qualifications and Experiences required

A competent person for this position should have at least:

1. "D" pass in 2 Secondary (GCE O' Level) or an equivalent examination and at least a "C" pass in Dhivehi in Secondary or Higher Secondary School Certificate and a minimum work experience of 2 years in a related field of work OR
2. "E" pass in 2 Higher Secondary (GCE A' Level) or an equivalent examination and at least a "C" pass in Dhivehi in Secondary or Higher Secondary School Certificate.

Professional Competencies

A competent person for this position should have/be:

- The ability to communicate effectively with stakeholders, working with teams, professionals, and the LAMP project management team (PMT) members.
- Strong communication skills and collaborative skills.
- The ability to work both individually and with teams.
- Be detail-oriented and able to manage budgets.
- The ability to format documents.
- Familiar with the government documentation formats such as letter writing, filing, record keeping, minutes writing and other necessary writing task required.
- Familiar with different datasets and statistics.

Additional experience and skills

- Academic writing would be highly considered.



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Facilities to be provided

The holder of the position would be entitled to the following facilities:

- An office in the MoHE with equipment including a computer/laptop and docking station, telecommunication services, and access to printing, photocopying and scanning equipment.
- Transport for official purposes. Transport, lodging, subsistence and incidental expenses for atoll travel for official purposes.

