

**Conducting Maldives Education Sector Analysis
and Development of the Education Sector Plan 2018-2022,
in the Framework of the Global Partnership for Education (GPE) Grant**

TERMS OF REFERENCE

Terms of Reference for International Consultant

To support the Maldives Ministry of Education to conduct an Education Sector Analysis and develop the Education Sector Plan for 2018-2022 under the Global Partnership for Education Grant.

1. Country Context

The Maldives' Education Strategic Action Plan (ESAP)¹ for 2014-2018 envisions Maldives "to be the country among small nations that provides the best in terms of quality education and training to all". The mission of the education sector is to "provide opportunities for quality education to all, from pre-school to university level; nurture students with good discipline; and develop them as healthy and capable children of Maldives to face the challenges of life." The SEP has articulated five priority goals along with their respective strategies. Under the pledge of "No Child Left Behind", the current administration's key policy is ensuring 14 years of schooling for all children up to 18 years of age. Coupled with this, the Ministry of Education (MOE) also pursues a policy "to make every youth skillful" to facilitate gainful employment.

Education and skills are provided in the Maldives through the following stages of the education system:

- 2 years of preschool education
- 7 years of primary education
- 5 years of secondary education (3 years of lower and 2 years of higher secondary)
- Skills development (Technical and Vocational Education and Training (TVET) programs and higher education programs through colleges and universities.

By 2010 Maldives had achieved five of the eight Millennium Development Goals (MDGs) making Maldives a front runner in progressing towards MDG achievements in South Asia. Progress has been slower in the areas of gender equality and women's empowerment (MDG 3), environmental sustainability (MDG 7) and in developing a global partnership for development (MDG 8).

Adult literacy rate of over 98% has been achieved and sustained since late 1990s. The Maldives achieved Educational for All (EFA) / MDG targets for primary education well ahead of the target dates. Universal primary education was achieved by 2002 with no significant gender disparity. The primary Net Enrolment Rate (NER) for 2016 was 106.2%, with 104.9% for males and 107.5% for females. With increased coverage and participation rate, the Maldives has placed a greater emphasis on addressing quality and equity issues in education.

By the time the international community migrated from MDGs to Sustainable Development Goals (SDGs) in 2015, Maldives had witnessed the introduction of several reforms in the education sector. These reforms are supportive of SDG 4 targets for improving quality and equity in education which still remains critical concerns at all levels of the system.

¹ Ministry of Education, (2014). Strategic Action Plan 2014-2018. Ministry of Education.

² Ministry of Education, (2016). School Statistics 2016. Ministry of Education. (The figure is above 100 with the use of estimated population and data duplication from schools.

At the primary level, re starting of the National Assessment of Learning Outcomes (NALO) through the newly established Quality Assurance Department (QAD) of the MOE has led to useful assessments in three key subjects of Dhivehi, English, and Mathematics at grades 4 and 7. This national assessment has provided the sector with valuable information such as the performance of students at atoll, school and national levels and also performance of individual students. Reports published in January 2017 highlight critical areas to address the “weaknesses and to subsequently develop relevant interventions for improving teaching and learning” (p. 10). Results indicate variable learning outcomes at these levels. For example, the national average of grade 4 and 7 English and Mathematics results are reported to be low compared to many other countries. It observes that Laamu Atoll schools performed lower than all the other atoll schools, while schools in Greater Male’, Seenu and Ganviyani atoll - where the children, in general, live in relatively better socio-economic situations, are taught by better trained teachers in schools that are better resourced - had the highest scores in these two subjects.

At the lower secondary stage, the Gross Enrolment Ratio (GER) stood at 104.6% in 2016, while the NER of this stage was 74% in the same year with 72.3% for females and 75.7% for males. For this year (2017), the secondary GER has slightly increased to 105.9% with 104.5% for females and 107.2% for males. The secondary NER has jumped to 80% in 2017, with 84.6% for females and 91.3% for males.

The transition rate from primary to secondary is near universal, 101% nationwide in 2016. In the 7-year period between 2009 and 2015 the secondary net enrolment has been above 80 %, while consistent rates show for 2017 as well. Therefore, the reported decline in secondary NER in 2016 appears to be an anomaly and needs further exploration and clarification³.

The average pass rate at lower-secondary level was 33% for boys and 37% for girls in 2010⁴. This is a high failure rate at the end of 10 years of schooling. Over the last six years, the pass rate has risen. Percentage of students who passed in 5 or more subjects at this level has increased from 49% in 2013 to 70% in 2016⁵.

The enrolment indicators show a sharp decline at the higher secondary stage (age 16-17 years). The GER for higher secondary stage was 33.4% in 2016 and has increased to 37.2% in 2017. The NER for this stage was 16% in 2016, with 19.2% for females and 13.1% for males. In 2017, the NER for higher secondary has increased to 31.2% with 35.9% for females and 26.8% for males. Despite the expanding opportunity of access both in Male’ and the atolls and the progressive improvement in the achievement of academic results of GCE O’level examinations in recent years, the NER of higher secondary stage is still low. The rate of transition from lower secondary to higher secondary education also continues to be low at 38.4% for 2017. These are major concerns for the system. These disturbing trends need to be key aspects for analysis.

The pass rate at the higher secondary level has been comparatively higher than at the lower secondary level. The percentage of students who passed (achievement of grades A to E) has been 78% in 2015 and 77% in 2016.

Over the last 4-5 years, the education sector has witnessed a number of reforms at a relatively fast pace. These include;

³ One explanation is the variance in stratification of age group by the national Census 2014 and how MOE has been collecting enrolment statistics.

⁴ World Bank (2012). Human Capital for a Modern Society: General education in the Maldives – An Evolving Seascape’, World Bank.

⁵ 2013-49%, 2014-52%, 2015-55.7% and 2016-70% pass in 5 or more subjects.

- rolling out a new National Curriculum Framework (NCF),
- Introduction of Inclusive Education Policy,
- Re starting of the National Assessment of Learning Outcomes in a more systematic manner through a newly established Quality Assurance Department under the MOE,
- Introduction of alternative learning at lower and higher secondary stage which includes new option of BTEC stream, “Dhasvaaru” program catering to academically weak and vulnerable students under a campaign of “No Child Left Behind”,
- Tracking of students including vulnerable and students at risk until they are 18 years, through SIQAAF,
- Multi-grade Teaching and increase use of ICT to overcome geographical barriers to learning and school administration,
- Expanded programme of skills training through TVET Authority,
- Introduction of university education and over two-fold increase in higher education enrolment, and
- Introduction of institutional auditing and program accreditation to strengthen quality assurance in higher education. Introduction of a civics education policy,
- Expanding life skills into all schools,
- Introduction of a school attendance policy ensuring attendance and tracking of non-attending students,
- Expanded school level activities to strengthen Dhivehi language literacy,
- Child protection policy, school-based anti-bullying policy, and provision of psycho-social support to children.

2. Background

The Global Partnership for Education (GPE) is a global effort devoted to getting all children in school for quality education. Established in 2002, GPE is comprised of 65 developing countries, donor governments, international organizations, the private sector, teachers, and civil society/NGO groups. It is the only global partnership entirely focused on education in developing countries. The partnership has fundamentally transformed international cooperation in education. GPE helps country partners develop and implement sound education plans. Members of the Partnership mobilize and coordinate resources to support the achievement of the plans' goals to enroll more children in school for a better education. By promoting dialogue among partners around shared objectives, GPE foster mutual accountability, increase shared knowledge about best practices, and encourage transparency at all levels.

In 2015 Maldives expressed interest in joining the Partnership and requested for GPE Secretariat's support in formalizing its application for funding. Subsequently Maldives has received funding from the GPE to undertake a comprehensive education sector analysis (ESA) and develop its new education sector plan (ESP) for the five-year period from 2018-2022.

This Terms of Reference (TOR) sets out the framework to recruit an International Consultant (IC) who will be lead the tasks of conducting ESA and developing the ESP for the period 2018-2022. Accordingly, the consultancy tasks to be undertaken under this TOR are divided into the following two phases:

- Phase I: Conducting Education Sector Analysis (ESA) focusing on the period 2013 to 2017
- Phase II: Development of Education Sector Plan (ESP) 2018 – 2022.

Phase I: Conducting Education Sector Analysis

3. Objectives and Scope of Work

The Ministry of Education seeks the services of a qualified and experienced expert to undertake the education sector analysis that covers the five-year period (2013-2017) which coincides with most of the current Strategic Education Plan (SEP) period. This will involve the quantitative and qualitative analysis of a broad range of available data and literature on the sector.

In addition, existing data that need to be further analyzed should be considered and any other necessary consultation, interview and brainstorming workshops conducted to gather all needed information for a comprehensive sector analysis. The ultimate goal is to present an analytic document on the status of Maldives' education sector. The objective of this report is to enable decision makers to improve education policy based on the factual findings of the whole education system. It is also aimed to produce pertinent diagnostic information that can enable the government to discuss the improvement of the sector with its partners and stakeholders. The analysis will be guided by, but not limited to, the following key questions:

1. What key policies, goals, sector priorities and major reforms have guided the development of the education sector over the past five years 2013 to 2017, and prior to this period where applicable?
2. To what extent has each of the policy targets, goals, and priorities been achieved?
3. What were the major successes registered by the sector with regard to the equitable delivery of quality education services to various stakeholders?
4. What is the current status of the system's resources including physical, human and financial resources? How have these changed over the period in question?
5. What factors have facilitated the achievement of the policy goals and targets?
6. What constraining factors, barriers or bottlenecks have hindered the system's ability to achieve the goals and targets?
7. What lessons have been learnt from rolling out and implementing a new National Curriculum Framework (NCF)?
8. What were the main challenges faced by the system implementing major reforms and how have these affected the delivery of education services to the different groups including girls, young women, children with Special Education Needs (SEN), children at risk and other social groups?
9. What are the key issues that MOE should focus on in order to positively shape the sector's development agenda? What is the set of key priorities MOE should pursue over the next five years?
10. What resources and changes in capacities, processes and practices will be required in order to enhance the system's ability to deliver quality education services in an equitable, inclusive, cost-efficient and sustainable manner?
11. What resources, practical interventions and quality assurance mechanisms will be required in order to ensure the delivery of quality and relevant education that addresses the contemporary educational needs of the 21st century generation of learners?
12. What partnerships exist for the delivery of education services and how well have they worked? How can these and other partnerships be strengthened to ensure enhanced sector performance, sustainability and resilience?

The IC will provide overall leadership and technical guidance to the analysis and plan development process. The IC will provide the macro contextual analysis covering political, socio-economic, technological advancement within which Maldivian education sector has functioned, notwithstanding the challenges of resilience associated with small island states that are especially vulnerable. As a small island state, Maldives has limited institutional capacity, acute vulnerability to economic and natural shocks, and lacks economies of scale while experiencing smaller financing envelopes and larger administrative costs.

4. Methodology and Expected Output

The ESA will be conducted with the help of an International Consultant (IC) supported by Local Consultant (LC) and a one professional staff from the education sector seconded for this task for the duration of work. The three, therefore, will constitute the 3-member Consultant Team. The IC will serve as the Task Leader who will be responsible to generate the final ESA report (and subsequently the ESP) with the help of the local team members.

The National Education Consultation Committee (NECC) also serving as the Local Education Group (LEG), will be the Steering Committee to give broad parameters and policy directions for this study. The NECC will also have responsibility to endorse the ESA and the ESP before they are sent to GPE Secretariat. They will also have responsibility to re endorse after revisions are incorporated following quality assurance (QA) appraisals. The NEEC/LEG comprises 19 members from a broad spectrum of stakeholders. The Consultant Team will have the opportunity to engage more frequently with a smaller group other than the NECC named as the Policy Planning Committee (PPC), comprised of 7-8 MOE policy and executive level staff.

With the guidance from the Task Leader and/or Deputy Task Leader, the analysis will be informed more specifically by the preparation of selected issue papers (not likely to be more than 6-7). Key Specialists will be identified and guided to write and present these issue papers. These specialists (professional staff within the MOE sector) will be members of the Thematic Working Committees (TWCs) formed for this exercise. The Ministry of Education will form these committees prior to the recruitment of consultants. Names of potential writers have emerged for some areas during the preparation of this Concept Note. It is possible that other thematic areas requiring the formation of new committees can emerge during the course of the exercise. The names of potential writers of papers on selected themes will be confirmed by the time the GPE application package is accepted for funding.

Where necessary some specialists (not more than five) would be contracted under local consultancy to undertake more in-depth policy assessments in selected key areas. The LC and the MOE Staff Consultant will be recruited one-month ahead of the recruitment of the IC (as recommended by LEG) to undertake preparatory work including collection of policy documents, translation of relevant policies from Dhivehi to English and provide guidance to those who are assigned to work on the respective policy areas.

After initial briefings from the PPC, the IC will start off the task with a half-day capacity building workshop on policy analysis and strategic planning in education to members of PPC, TWC, and TL. The IC will provide orientation to the planning process through the use of GPE Guide. The LC will be expected to assist the IC in this activity.

The IC will also prepare a template and conduct a half-day capacity building workshop to guide those who are identified to write the issue papers. Writers will have three days to present a draft (of not more than 6-7 pages) of the assigned issue for the PPC. The IC and LC will guide the authors in their presentations. These papers will provide an informed perspective on a topic and are meant to be a vehicle to stimulate discussion and policy dialogue. The papers will respectively identify the issues related to the topic or thematic area, explore the evolution of the issues, highlight with data where obtainable the impact in the sector’s overall performance, and how the challenges linked to the issue can be meaningfully mitigated or resolved.

The MOE’s Open EMIS, formally launched in July 2017, will allow to the retrieval and analysis of data from schools, teachers and students in real time. It provides schools a complete management system that is expected to greatly increase efficiency in administrative work. The database is robust enough to track any student from entry to the school system until he/she leaves the system and proceeds to the world of work. The Open EMIS which appear to have wide range of data readily available for analysis will greatly facilitate in conducting a comprehensive ESA. How this new introduction to the system practically works is yet to be assessed. The ESA will be a timely opportunity to review this.

The key findings of the ESA will be presented to the Senior Management Team (SMT) of the MOE. The SMT includes all the members of the PPC and other Heads of Divisions and Departments of the sector.

The ESA findings will be distributed to all school Principals via electronic mail. This will be followed by a presentation to them via the video conferencing set up at MOE and the 25 centres (in schools in the atolls) around the country. Principals from nearby islands/schools would be invited to participate in the video conference at these centers. The Consultant Team and selected members of the PPC will lead the presentation. The Principals will be requested to provide their feedback to the draft within three working days.

Following revisions, if any, the ESA will then be presented to the NECC for discussion and endorsement. The NECC endorsed draft will be sent to GPE Secretariat by the CA. Feedback from NECC and GPE Secretariat will be duly incorporated into the draft and re submitted to NECC for final endorsement.

5. Major Tasks, Deliverables & Timeframe: Phase One

Major Tasks	Details of Activities	Timeframe (working days)	Deliverables
1. Project preparation and preparing the Inception Report.	1.1 Desk review of documents, preparing and submitting Inception Report (including revising and/or confirming the suggested methodology and workplan) to MOE.	3 days	<ul style="list-style-type: none"> Inception report with methodology and workplan presented to the MOE and accepted.
	1.2 Preparing capacity building “Kick-off” workshop. <i>(MOE to plan for this well in advance before arrival of IC).</i>	1 day	-

	1.3 Conduct capacity building workshop for members of PPC, Thematic Working Committee (TWC), Technical & Logistical Team (TLT) regarding conducting ESA. <i>(Consultant will focus on GPE recommended methodology for ESA.)</i>	Half day	<ul style="list-style-type: none"> • Workshop conducted. • Thematic issues identified /confirmed for writing issues papers.
	1.4 Work with members of TWC regarding preparing Thematic Issue Papers. Consultant will prepare template for preparation of issue papers prior to workshop.	Half day	<ul style="list-style-type: none"> • Template for Issue papers prepared and explained.
2. Information and data gathering.	2.1 Desk review, hold interviews and discussions with key informants including schools /Institutions in Male' and gather data for ESA report.	3 days	<ul style="list-style-type: none"> • Information gathered from documents and stakeholders.
	2.2 Field trip to outer atolls/island schools and hold interviews and discussions with key informants. <i>(The list of islands/schools to visit will be selected by MOE & UNICEF. Baa Atoll Vaavu and Kaafu South suggested).</i>	4 days	<ul style="list-style-type: none"> • Field trips conducted and relevant information gathered from stakeholders
3. Preparation for and presentation of thematic issue papers and drafting of ESA report.	3.1 Assist the individual writers assigned to prepare issue papers to finalize their respective papers.	1 day	<ul style="list-style-type: none"> • 5-6 issue papers finalized and presented. Minutes.
	3.2 Present thematic issue papers and selected policy assessment studies to PPC, TWC and TLT and invited stakeholders. IC to facilitate the discussion.	Half day	<ul style="list-style-type: none"> • Papers presented and issues discussed.
	3.3 Consolidate key messages, policy options from issue papers.	Half day	

	3.4 Using data and information from Open EMIS, documents and consultations, prepare the ESA report draft with the members of the Consultant Team.	9 days	Draft ESA report prepared.
	IC departs Maldives and will work on the draft from her/his home country. The 2 LCs will work on the draft sections while in Male'. Ongoing coordination with IC is crucial.	18 days	Maintain communication between IC and LCs. Draft ESA report sections sent to IC by Local Education Consultant/s. Full draft of ESA report put together by IC and sent to LC.
	IC returns to for 2 nd visit: From 19 th Nov to 7 th Dec 2017		
4. Presentation of results and findings, obtaining feedback and ensuring quality assurance for ESA report.	4.1 Filling in any data and information gaps	5 days	
	4.2 Present draft ESA findings to Principals via MOE video conference facility and revise accordingly. Presentation led by Consultant Team and selected PPC Team members.	3 days	<ul style="list-style-type: none"> Principals' feedback on ESA findings obtained. Minutes.
	4.3 Sharing of ESA findings with PPC members and revise draft as necessary	1 day	<ul style="list-style-type: none"> PPC members' feedback on draft findings obtained. Minutes.
	4.4 Present ESA findings to SMT members and revise as necessary	1 day	<ul style="list-style-type: none"> SMT members' feedback on findings obtained. Minutes.
5. Produce final draft ESA report that incorporates feedback from all stakeholders.	5.1 Produce final draft ESA report that incorporates feedback from all stakeholders.	1 day	
	5.2 Present draft ESA report to NECC/LEG and revise as necessary.	2 days	<ul style="list-style-type: none"> NECC members' feedback on draft report obtained. Minutes.

	5.3 Submit final ESA report to be submitted in electronic form.	5 days	<ul style="list-style-type: none"> Final ESA report submitted to MOE.
	<i>IC departs</i>		
6. Appraisal by GPE and revision.	5.4 Draft ESA sent to GPE for appraisal and feedback by CA.		<ul style="list-style-type: none"> Feedback from GPE received.
	5.5 ESA revised as necessary (The IC is expected to incorporate any relevant feedback received from GPE and finalize the ESA report and submit Final ESA Report to be delivered in soft copy and 2 hard copies.	days	<ul style="list-style-type: none"> ESA revised One soft copy and two hard copies of final ESA report submitted and accepted by MOE.

6. Timeframe for ESA

Phase one of this consultancy, focused on the ESA, will be for a period of 57 working days (approximately 2.5 months) with 41 working days in the Maldives during 2 visits. The first visit is expected to be for 23 working days while the second visit is expected to be 18 working days. This phase is expected to start on October 1, 2017 and ending not later than December 15, 2017.

Phase II: Development of Education Sector Plan (ESP) 2018 – 2022

7. Objectives and Scope of Work

The objective of the second phase of this consultancy is to support the preparation of the Education Sector Plan by the Maldives Ministry of Education and in the process to provide strategic advice to the Government and development partners. (The IC will also contribute to prepare documents related to GPE application to obtain funds for programme implementation grants.)

The ESP priorities are expected to be informed by the ESA. The ESP is expected to come up with feasible and realistic policies addressing education equity, efficiency, quality of learning, and inclusivity. The policies will be in alignment with the national development priorities and the SDG 4 targets.

The new five-year Education Sector Plan (2018-2022) will be grounded in the ESA. It is expected to be well informed through sound analysis from the sector review. The analysis of NALO, analysis of examination results at the lower and higher secondary completion stages over the past 5 years, the results from BTEC examinations, the effectiveness of the skills training programme and the linkage with the employment sector will serve well in the development of the new ESP. Lessons learnt in implementing the new curriculum will also be usefully integrated into the planning process. The Strategic Implementation Plan of the MPHE 2017-2020 will also provide useful inputs to the ESP.

A full-day Planning Retreat (the initial goal setting workshop) will be conducted in an appropriate facility away from Male'. Senior policy and executive officials from the Ministry, selected professional staff from the sector, key stakeholders and representatives from Development Partners will participate in this retreat. The objective of this exercise is to identify through brainstorming and discussion, the major sectoral goals, objectives, strategies and activities for the policy options confirmed in the sector analysis report.

After the retreat, the Consultant Team through further discussions with departments working independently will generate the first draft of the ESP. The issue papers and targeted policy assessments will feed into the preparation of policies, strategies and action plans. The availability of the more robust data from the recently launched EMIS will immensely help to map out the policy issues with greater clarity and to suggest future interventions and priority programmes that are supported by sound evidence.

The draft ESP will be presented to a multi stakeholder sub-national workshop (to be held in Male') that will include MOE's SMT members, parents, teachers, principals, students and civil society and development partners. The draft ESP finalized from the workshop, will also be distributed to respective Government Ministries and Agencies, Development Partners, selected civil society organisations and private sector organisations to obtain written feedback. The draft ESP will also be made available for public comments through the MOE website.

After incorporating feedback from respective organisations, the draft ESP will be discussed among PPC members before presenting to NECC for discussion and endorsement.

By the time the project is ready for the multi stakeholder sub-national workshop, the local experts (one in costing and the other in monitoring and evaluation (M&E) will be recruited. They will assist in the development of the multi-year implementation plan will be led by the Consultant Team. They will be contracted to fully cost the programmes and activities of the plan and to develop a M&E framework for the planned activities. The IC and LC will guide these two experts. Once these two exercises are completed they will be incorporated into the sector plan. The two experts will also conduct workshops with respective departmental staff.

After incorporating feedback from respective organisations, individuals and workshop participants, the draft ESP will be discussed among PPC members before presenting to NECC for discussion and endorsement.

The ESP will be subjected to the GPE requirements for quality assurance.

With respect to the development of the ESP, the IC is expected to attend to the following activities in particular.

1. Support the development of ESP 2018-2022 in close collaboration with all the Divisions and pertinent committees of the MOE and other relevant stakeholders;
2. In order to realize the national development goals and global commitment of the Sustainable Development Agenda, align the development of the ESP with the renewed vision of Ensuring Inclusive and Equitable Quality Education and Promoting Lifelong Learning Opportunities for All (SDG4);
3. Review the proposed approaches to access, equity, quality and institutional capacity development (that arise from the Planning Retreat and other fora and consultations) in order to assess their appropriateness for the given context;

4. Ensure that lessons learnt from the current ESAP (2014-2017) are incorporated into the ESP;
5. Review the equity mechanisms currently in place and further develop, together with the MOE, and other development partners, a strategy targeting the vulnerable and disadvantaged;
6. Support, inform and advise the planning and sequencing of activities, by inputting to the log frame, incorporating baseline data, including systematically incorporating targets and timelines;
7. Work with the MOE relevant Divisions and Committees to develop a multi-year operational plan to guide the implementation of the ESP;
8. Guide the MOE to design key studies/strategies on priority issues such as: (i) development of higher secondary education, (ii) curriculum implementation, (iii) teacher development and deployment, (iv) interventions to improve learning outcomes, and (v) effective use of ICT for learning in a sustainable manner especially in overcoming geographical barriers to learning;
9. Assist the MOE as needed in facilitating consultation and coordination of development partners working in the education sector, and including logistics for the preparation of the appraisal mission and facilitation of meetings where necessary; and
10. Provide training and help with capacity-building wherever possible and as needed.

8. Major Tasks, Deliverables & Timeframe - Phase Two

Major Tasks	Details of Activities	Timeframe (working days)	Deliverables
1. Preparation and submitting Inception Report.	1.1 Preparing and submitting Inception Report (including revising and/confirming the suggested methodology and workplan) to MOE.	3 days	<ul style="list-style-type: none"> • Inception report with methodology and workplan presented to MOE and accepted.
	1.2 Hold interviews and discussions with key informants and prepare for "Planning Retreat".	2 days	
2. Gather information for ESP.	2.1 Hold Planning Retreat, (initial goal setting workshop) for members of PPC, TWC, TLT and selected Key Stakeholders in sector planning. <i>(This full day Planning Retreat will be held out of Male', possibly in a nearby resort island).</i>	1 day	<ul style="list-style-type: none"> • Policy priorities, goals, strategies and key operational activities for the next 5 years identified.

	<p>2.2 Field trip to schools in Male' & outer atolls to hold interviews and discussions with key informants regarding new policy priorities, goals and strategies and operational activities.</p> <p><i>(The list of persons or agencies to visits will be selected by MOE & UNICEF. Gaafu Alifu and / or Gaafu Dhaal atoll suggested).</i></p>	4 days	
3. Drafting of ESP	<p>3.1 Using data and information from EMIS, documents and consultations, prepare the ESP outline with the members of the Consultant Team and sharing with Departments.</p> <p>3.2 <i>Departments to do independent work to refine and complete goals, strategies, activities for 5 years.</i></p>	2 days	
	<p>3.3 Distribute the drafting of sections of the ESP to members of the Consultant Team with agreed schedule and deadlines and establish communication methods for period when IC will be away.</p>	8 days	
	<p>IC departs Maldives and will work on the draft from his/ her home country. The 2 LC will work on the draft sections while in Male'. Ongoing coordination with IC is crucial.</p> <ul style="list-style-type: none"> • Using data and information from EMIS, documents and consultations, prepare the draft ESP. • Draft ESP sections sent to IC by Local Education Consultant/s. • Full draft of ESP and implementation plan put together by IC and 	22 working days	Draft ESP submitted

	sent to MOE within 2 weeks.		
	<i>Recruitment of 2 Local Experts on Costing and for M & E framework. (MOE Task)</i>		
	<i>IC returns to Maldives: 4th visit, March 17-April 12, 2018</i>		
4. Presentation of results and findings, obtaining feedback and ensuring quality assurance for ESA report.	4.1 Meeting with individual Departments to review goal setting work, filling in any gaps in goals, strategies, actions and revising ESP with implementation plan accordingly.	5 days	
	4.2 Sharing highlights of draft ESP with members of PPC and SMT members.	1 day	
	4.3 <i>Distribute the draft ESP to key Stakeholder agencies for feedback – (MOE task).</i>		
	4.4 <i>Place the draft ESP on MOE website for public comments – (MOE task)</i>		
	4.5 <i>Preparation for multi-stakeholder sub-national workshop.</i>	1 day	
	4.6 Present draft ESP to multi-stakeholder sub-national workshop.	1 day	Draft ESP presented to workshop.
	4.7 Liaise with Local Consultant regarding incorporating the costing and M & E framework into the ESP received from 2 separate Specialists contracted for these tasks.	1 days	
5. Produce final draft ESP with Implementation Plan that incorporates feedback from all stakeholders.	5.1 Revise draft according to feedback obtained.	9 days	
	5.2 Present draft ESP with IP to NECC/LEG.	1 day	
	5.3 Draft final Strategic Education Plan 2018-2022 with IP submitted in electronic form.	2 days	<ul style="list-style-type: none"> Final ESP (without the costings and M&E Framework)
IC departs Maldives			

6. Appraisal by GPE and revision.	6.1 <i>6.1 CA hires an Independent Consultant to appraise the ESP. (MOE Task). Revised ESP will be submitted by the LC team and PPC to NECC/LEG for final endorsement. (The IC is expected to incorporate any relevant feedback received from the Independent Appraiser/s.)</i>	<i>This is expected to take approximately 15-20 days.</i>	
	6.2 <i>Revise and submit Final Strategic Education Plan 2018-2022 with IP. (This is to be delivered in soft copy and 2 hard copies. (This task will be fulfilled by the LC on behalf of IC).</i>	1 day	<ul style="list-style-type: none"> • One soft copy and two hard copies of final ESA report submitted and accepted by MOE.

3 Timeframe for ESP

Phase two of this consultancy focused on the development of ESP be for a period of 66 working days (during approximately 3 months) with a total of 43 working days in the Maldives during two visits. start from January 14, 2018 and end not later than April 15, 2018.

Following is a summary of the timeframe for the International Consultant with a breakdown of visits, and respective number of working days during the visits and also for working away in IC home country /office for ESA and ESP work.

Activity	In Maldives (No. of Working Days)	Away (No. of Working Days)
WINDOW I: ESA		
Visit One	23	-
Away	-	14
Visit Two	18	-
TOTAL for ESA	55	
WINDOW 2: ESP		
Visit Three	22	-
Away	-	23
Visit Four	21	-
Total for ESP	66	
GRAND TOTAL for both ESA and ESP = 121 working days (Approximately 5.5 months)		

4 Consultancy Requirements

Qualifications and Experience

Education:

At least a post-graduate degree (Master's or above) in education, economics of education or related field of study.

Work Experience:

- At least 10 years of relevant experience in the field of education and/or other related areas including operational work in the education sector.
- Sufficient consultancy experience in undertaking education sector analysis and development of education sector plans, preferably in developing countries and/or small states;
- Demonstrated ability to work in a different cultural environments and establish harmonious and effective teams and working relationships, both within and outside the work place;
- Good communication skills, with fluency in written and spoken English.
- Good analytic and report writing skills;
- Good reputation in capacity development of government counterparts, including facilitation of structured group work and individual coaching and mentoring activities.
- Experience working with government ministries, preferably the Ministry of Education and Development Partners.

5 Supervision

The Consultant will be supervised by and report to the State Minister overseeing the Policy, Planning Division of MOE. The TLT will assist the Consultant in convening consultation meetings as required including meetings with the PPC and NECC and also arranging all field trips. The GPE Liaison Officer, (now identified as one of the Education Officers) at the Planning Division will be the principal point of contact for communication and other logistical arrangements.

The Consultant will have access to MOE Planning Division's facilities during the office hours, such as electricity, telephone, photocopier, computer printer and scanner to accomplish the tasks.

6 Conditions and payment modalities

GPE will only make milestone payments based on achievement of specific deliverables as listed in the table below. Also note that GPE does not make advance payment and GPE is exempted from paying VAT and any other forms of taxes.

Deliverables	Percentage of payment
1. Submission of the Inception Report with methodology and work plan for conducting Education Sector Analysis.	15%
2. Submission of draft Education Sector Analysis.	15%
3. Submission and acceptance of final ESA report.	20%
4. Submission of the Inception Report with methodology and work plan for preparing Education Sector Plan with Implementation Plan.	15%
5. Submission of draft Education Sector Plan with Implementation Plan.	15%
6. Submission and acceptance of final Education Sector Plan document with Implementation Plan.	20%

Relevant penalty applicable will be instituted in the event of the consultant not meeting the timeframe and quality of work.
