Education Sector Program Implementation Grant

Maldives
Learning Advancement and Measurement Project
2019 – 2023

Description

Aide of Global Partnership for Education (GPE)
Recipient Organizations: Ministry of Education (MOE) & Ministry of Higher Education (MOHE);
Maldives
Coordinating Agency: UNICEF Maldives
Grant Agent: World Bank
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>BP</td>
<td>Bank Policy</td>
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<tr>
<td>EGMA</td>
<td>Early Grade Mathematics Assessment</td>
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<td>EGRA</td>
<td>Early Grade Reading Assessment</td>
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<td>ESP</td>
<td>Education Sector Plan</td>
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<td>FM</td>
<td>Financial Management</td>
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<tr>
<td>FY</td>
<td>Fiscal Year</td>
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<tr>
<td>GCE A/L</td>
<td>General Certificate of Education Advanced Level</td>
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<td>GCE O/L</td>
<td>General Certificate of Education Ordinary Level</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>GoM</td>
<td>Government of Maldives</td>
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<td>GPE</td>
<td>Global Partnership for Education</td>
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<td>HDI</td>
<td>Human Development Index</td>
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<td>ICT</td>
<td>Information and Communications Technology</td>
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<td>IDA</td>
<td>International Development Association</td>
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<td>IFR</td>
<td>Interim Financial Report</td>
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<td>IRR</td>
<td>Internal Rate of Return</td>
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<td>ISN</td>
<td>Interim Strategy Note</td>
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<td>IUFR</td>
<td>Interim Unaudited Financial Report</td>
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<td>LAMP</td>
<td>Learning Advancement and Measurement Project</td>
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<td>MDG</td>
<td>Millennium Development Goal</td>
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<td>MMA</td>
<td>Maldivian Monetary Authority</td>
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<td>MNU</td>
<td>Maldives National University</td>
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<td>MoA</td>
<td>Memorandum of Agreement</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>Ministry of Higher Education</td>
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<td>MPI</td>
<td>Multi-dimensional Poverty Index</td>
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<td>NALO</td>
<td>National Assessment of Learning Outcomes</td>
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<td>NCF</td>
<td>National Curriculum Framework</td>
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<td>NIE</td>
<td>National Institution of Education</td>
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<td>OP</td>
<td>Operational Policy</td>
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<td>PLR</td>
<td>Performance Learning Review</td>
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<td>QAD</td>
<td>Quality Assurance Department</td>
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<td>SBPD</td>
<td>School Based Teacher Development</td>
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<td>SEN</td>
<td>Special Educational Needs</td>
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<td>SDG</td>
<td>Sustainable Development Goals</td>
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<td>UN</td>
<td>United Nations</td>
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I. STRATEGIC CONTEXT

A. Country Context

1. Maldives, an archipelago nation of spectacular natural beauty, is a middle-income country with a gross domestic product (GDP) per capita of US$11,890 in 2018. Maldives consists of nearly 1,200 islands and a registered population of about 515,696 inhabitants as of 2018. More than 30 percent of the population live in the capital city Malé, while the rest are distributed among just under 200 other inhabited islands. Basic human development indicators are high. Maldives ranks 104 out of 189 countries in the Human Development Index (HDI) for 2018. This is the second-highest HDI rank in South Asia after Sri Lanka. It also has the lowest rate of multi-dimensional poverty (MPI) in South Asia, with approximately 8 percent of its population classified as multi-dimensionally poor. The adult literacy rate is 99 percent, life expectancy is 78 years, the infant mortality rate is 7.4 per 1,000 live births, and the maternal mortality rate is 68 out of 100,000 live births. The Maldives was an early achiever of many of the UN’s Millennium Development Goals (MDG’s) and has now adopted the Sustainable Development Goal (SDG), including SDG 4 on the promotion of inclusive and equitable quality education and lifelong learning. The Government of Maldives (GoM) is seeking to accelerate human capital accumulation, increase employment opportunities for young people, and promote equitable economic and human development in the country.

B. Sectoral and Institutional Context

2. Over the last few decades, the Maldives has had some notable achievements, particularly in terms of access to education. Today, access to foundation and primary education are at near universal levels, a remarkable achievement for a country in which only 15 percent of children were enrolled in primary school three decades ago. Gender parity at the foundation and primary education levels is high. At the foundation stage, the net enrolment rate among female students is 92.6 percent, and among male students, 92.7 percent. At the stage of primary education, the net enrolment rate among female students is 96.3 percent, and among male students, 95.9 percent.

3. The most pressing challenge now facing the Maldives is to improve the quality of education. The main indicator of the low quality of education is weak learning outcomes in the general education system. The most recent National Assessments of Learning Outcomes (NALO) conducted in 2017 shows that learning outcomes are modest, with substantial regional disparities. The average scores for English, mathematics and Dhivehi for Grades 4 and 7 students ranged between 50 to 60 percent. For the first language, Dhivehi, approximately 19 percent of Grade 4 and 6 percent of Grade 7 students failed to achieve a minimum score of 40 percent. Likewise, in English, about 27 and 35 percent of Grade 4 and Grade 7 students failed to achieve a minimum score of 40 percent. The story was similar in mathematics. Approximately 20 and 33 percent of students in Grade 4 and Grade 7 failed to achieve a score of 40 percent. Moreover, a comparison of results over time show that progress has been mixed. Between 2015 and 2017, Dhivehi results declined for Grade 4 students and increased for in Grade 7 students. In English, there was no significant change in either grade. In mathematics, Grade 4 results did not show much change, but significant improvement was seen in Grade 7. There are also clear geographical disparities in learning outcomes: Laamu Atoll performed well below all others, followed by atolls such as Raa, Alifu Dhaalu, Faafu, and Noonu. In contrast, Greater Malé, Seenu and Gnaviyani Atolls had the highest results.

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1 The Multidimensional Poverty Index (MPI) identifies multiple deprivations at the household and individual level in health, education and standard of living (UNDP 2019).
4. The Government of Maldives (GoM) is implementing a comprehensive curriculum reform initiative for the foundation (early childhood education), primary (grades 1-7) and secondary (grades 8-12) education. This new National Curriculum Framework (NCF) is designed to serve as a blueprint for the content of foundation, primary and secondary education in the Maldives. The NCF defines seven key competencies across the following learning areas: Islam and Spirituality; Language and Communication; Mathematics; Environment, Science and Technology; Health and Wellbeing; Social Sciences; Creative Arts; and Entrepreneurship. The reforms address syllabi across most subject areas at the primary and lower secondary levels. The key focus is on improving literacy and numeracy of students. The roll-out of this curriculum is a major undertaking and will need to cover education materials and textbooks, teacher quality and performance, classroom assessments, and overall school learning environment.

5. The quality and performance of teachers is a major factor contributing to the country’s weak learning outcomes. The GoM has steps to improve the quality of teachers in recent years. These include a program of school-based teacher professional development and upgrading of pre-service teacher education. Still, teacher quality remains a serious challenge. The country has introduced a new curriculum, but quality reviews suggest that teacher training and preparation needs to be better aligned with the new curriculum. Professional teacher development, which is increasingly recognized as a critical component of teacher effectiveness, requires greater attention. Also, current School-Based Teacher Professional Development (SBPD) of teachers is inadequate for teaching and learning needs in schools across the diversity of atolls. Principals too need more capacity to manage teacher professional development effectively.

6. The Maldives also needs to improve its support for children with special education needs (SEN). Current data suggests that around 3,215 students in 212 Government schools in the country require an Individual Education Plan (IEP), either based on the confirmed diagnosis or on suspicion of having special educational needs. Although the country has made progress towards promoting the inclusion of SEN children, much remains to be done. There is a lack of adequately trained teachers for SEN, and the MoE/NIE’s capacity to develop SEN policy and programming also needs to be upgraded. Adequate physical resources, including space and equipment for SEN children remains a challenge in most schools. A critical aspect of improving the country’s SEN program is the training of teachers. School teachers require specialized training to identify/initially screen children with special education needs; and then plan intervention for these children.

7. The country’s system for measuring learning outcomes also needs improvement. A high-quality learning assessment system is critical for improving the quality of the education system and ultimately, for improving student learning outcomes. In recent years, the GoM has made progress in establishing a culture of national assessment, which measures learning outcomes at the system level. To this end, the GoM has instituted the National Assessment of Learning Outcomes (NALO). The establishment of such a system is itself a notable accomplishment, but more needs to be done to ensure that these this tool is effectively used for education policy and planning. There key areas for improvement the design, implementation, and utilization of NALO. First, careful review of the test design is needed to ensure that it fully captures the standards laid out in the curriculum reforms. Also, the curriculum implementation and other innovations need to be more directly linked with NALO outcomes— i.e. the feedback loop that informs test design, policy and program planning needs to be strengthened. Third, NALO findings need to be more widely disseminated and discussed at appropriate levels of the system to facilitate action needed to improve learning outcomes. Fourth, the NALO does not yet measure learning outcomes benchmarked against international standards. The Maldives needs to integrate tools used in international assessments such as PISA, TIMSS and PIRLS into its national assessments of learning outcomes.

8. The Maldives also needs a strong school quality assurance and enhancement system. This requires
quality assurance and enhancement over a range of domains such as general management, physical and human resources, curriculum implementation, co-curricular activities, student achievements, student welfare, and school-community interactions. The existing system for quality assurance of schools needs to be strengthened, with a focus on building the capacity of school stakeholders to carry out effective self-evaluations, and the capacity of education officials to conduct robust external quality reviews and utilize the findings in the development and implementation of school improvement plans. Special attention needs to be given to quality assurance and enhancement of schools in the atolls where learning outcomes are lowest.

9. The GoM has developed an Education Sector Plan (ESP) for 2019-2023 to develop the education sector. The ESP 2019-2023 has four main goals. The first goal is to improve learning for all through equitable access to quality education. The main results 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 and entrepreneurship. The third goal is to ensure equitable access to lifelong learning and a high-quality higher education for all. The fourth and final goal is to improve the capacity of the Ministry of Education (MoE), Ministry of Higher Education (MoHE), and atoll and island level education institutions, to deliver high quality education.

10. LAMP is designed to support the achievement of ESP’s first goal to improve learning for all through equitable access to quality education. The ESP identifies two main challenges confronting this goal. The first is to ensure equitable completion, access, and retention for all. The second is to improve learning outcomes and skills for all students equitably and to reduce learning gaps. The ESP also identifies a set of policies and strategies to address these challenges, including: a) Policy 1.1- equitable access and completion from K to 12, especially for children with Special Education Needs and at risk; b) Policy 1.2- Improve learning equitably and reduce learning gaps through effective curricula implementation; and c) Policy 1.3- Learning assessments for improved, equitable learning and skills development and reduction of learning gaps; d) Policy 1.4- Enhancing teaching and leadership quality for improved teaching and learning.

11. The design of LAMP is strongly aligned with the policies and supporting strategies proposed under Goal 1 of the GoM ESP 2019-2023. Moreover, it is fully consistent with the GPE’s strategic goal of improved and equitable learning outcomes, with a special focus on learning in the early years. The LAMP components are aligned with the ESP’s policy goals as follows. Component One, in alignment with Goal 1, policy 1.1 and 1.2, is designed to support effective implementation of the new curriculum, particularly in subjects that are important for the country’s future advancement, namely English, mathematics and Dhivehi. Moreover, to support the goal of equitable access for SEN children, Component One also includes special support for implementing SEN programs in schools. Component Two, in alignment with the ESP’s Policy 1.4, focuses on improving the performance of teachers by strengthening both pre-service and school-based teacher development. LAMP’s third component, aligned with the ESP’s Policy 1.3, focuses on strengthening the country’s system for measuring student learning and school performance, with specific sub-components aimed at modernizing learning assessments and strengthening quality assurance.

PROJECT DEVELOPMENT OBJECTIVES

A. PDO

PDO Statement

12. The project development objective is to promote learning focused curriculum implementation and strengthen the measurement of learning outcomes.
B. PDO level Indicators

- Improved quality of English language education in foundation and primary grades across the selected schools for the Project.
- Improved quality of Mathematics education in foundation and primary grades across the selected schools for the Project.
- Improved quality of Dhivehi language education in foundation and primary grades across the selected schools for the Project.
- Enhanced Teacher Education and Development.
- Modernized measurement of learning outcomes for policy formulation.

C. Scope and Coverage of LAMP

13. The LAMP will cover the Foundation and Primary Education Stage of the Maldivian curriculum. The Project will be implemented in 12 atolls: Alifu Alif, Alifu Dhalu, Faafu, Kaafu, Laamu, Noonu, Raa, Shaviyani and Male’, and selected schools in Gaafu Alifu, Gaafu Dhaalu and Seenu Atoll. These atolls, and the selected schools within atolls, have been chosen by GoM as they had the lowest learning levels in the most recent (2017) National Assessment of Learning Outcomes (NALO). Targeting these atolls to improve learning has a strong equity dimension, given their low learning levels. Altogether 93 schools have been selected in these atolls. The total number of children in these atolls, by gender, is given in Annex 2. The LAMP will be implemented in all Foundation and Primary Grades of these 93 schools.

D. Project Beneficiaries

14. The direct beneficiaries of the Project will be approximately 27,600 primary school students (about 63 percent of the population of primary students) and about 1,000 primary school teachers (around 22 percent of primary school teachers). In addition, approximately 5,900 foundation school students (about 43 percent of the population of foundation students) will also benefit from curriculum interventions. The indirect project beneficiaries will be about 93 school communities located in these atolls and the suppliers of education material and services under the Project.

II. PROJECT DESCRIPTION

A. Project Components

Component One: Strengthening Curriculum Implementation (Total costs = US$ 1,260,000)

Sub-component 1.1. Improving Learning Outcomes in Key Subjects for Foundation and Primary Education

15. The Project will assist the country to improve learning outcomes in three key subjects at the stages of foundation and primary education: English, mathematics, and Dhivehi.

16. English-language skills are widely acknowledged as vital for success in the modern global knowledge economy. The Project will prioritize support for the development of a strong and effective program to improve English language learning outcomes in the foundation and primary education (key stages one and two) stages of the school curriculum. The focus will be on the vital language skills of vocabulary, reading, and writing. The Project will support the following activities in schools: (a) create an English language immersion environment to produce an acquisition-rich environment for students to learn the language, where day-to-day conversation and extracurricular and cocurricular activities would be in English during at least a part of the school week; (b) encourage and affirm students who read books in the English language and engage with English language technology, as appropriate to their ages; (c) encourage families to create an environment at home which fosters English language learning, including English language reading material and TV programs, and discussion and conversation in English at home; (d)
promote cocurricular and extracurricular activities such as English literary, drama, and debating societies; and (e) other innovative activities to promote English language learning, with special attention to improving reading skills.

17. The Project will support strengthening early grade mathematics learning to ensure that children leaving the primary education stage have a strong grasp of fundamental mathematics. Several activities will be supported to improve mathematics learning outcomes in the foundation and primary education stages. The mathematics teaching and learning environment in schools will be improved by the provision of mathematics educational material and technology. Further, the learning needs of students and the pedagogical needs of mathematics teachers in a set of sample schools will be identified by the National Institute of Education (NIE) and Quality Assurance Department (QAD) using information from the National Assessments of Learning Outcomes (NALO), and suitable training delivered to teachers. In addition, teachers will diagnose student learning problems and the information gained employed to improve the teaching-learning process. Support for mathematics teachers for better curriculum implementation will also be given through an enhanced School Based Professional Development, which will be supported under this Project.

18. Dhivehi is gradually diminishing as a local language, as primary school children are no longer using the language to communicate with each other. The Project will help to create a rich Dhivehi language environment that facilitates children’s language acquisition and learning. The Project will support building a digital library of Dhivehi language resources in schools so children can have access to read and learn Dhivehi. Dhivehi language learning will be promoted through awareness programs on the importance of the mother tongue as a cognitive learning language. This will in return develop the children’s literacy skills by fostering parental engagement. Literary activities will also be used to broaden children’s Dhivehi language experience.

Sub-component 1.2. Assisting Children with Special Education Needs (SEN) and Providing Alternative Learning Pathways for At Risk Students

19. Enhancing early grade literacy and numeracy of special education needs (SEN) children is extremely important for equity. The Project will support the Department of Inclusive Education (DoIE) to improve opportunities for special education needs children from the foundation stage (ages 4-5 years) upwards to the end of Key Stage 2 (Grade 6). Nine special education needs schools will be set up for early intervention as a pilot study, four HUB schools in the Malé region, and five focus schools in the atolls each serving a cluster of islands. The Project will help to provide specialized training for about 20 SEN teachers together with learning material for the nine schools in the pilot study, with a view to developing literacy and numeracy of SEN children at an early age. In addition, the Project will help train a further group of 20 SEN teachers and principals, to enable them to identify specific learning difficulties of SEN children in all grades. These teachers will serve as master trainers and focal points for development of the SEN program. This will be done by evaluating the teaching and learning of literacy and numeracy programs being offered in established Inclusive Education Support units. Assistance will also be given to develop tools for teaching to cater to the identified learning difficulties.

20. The country is developing an alternative learning pathway to cater to the most vulnerable students who are at risk of or have already dropped out of school for a variety of reasons. The Project will conduct a study to identify the barriers children and adolescent boys and girls face to remaining in school, identify those students who need alternative learning pathways and develop a program for alternative learning pathways based on the findings of the study that is gender-responsive and rights-based at its core. This program will be piloted, and the findings used to develop a policy on alternative learning pathways. The Project will also look at more efficient monitoring and reporting of out-of-school children to enable enhanced support.
Component Two: Improving Teacher Education and Development (Total costs = US$ 675,000)

Sub-component 2.1. Improving School-based Professional Development of Teachers

21. The Maldives has a policy of School-based Professional Development (SBPD). SBPD is known from the international education literature to be the most effective mechanism for the continuous professional development of teachers. The Project will help the Government to develop SBPD to continuously improve teacher motivation, pedagogical skills, competencies and performance. Specifically, the SBPD program will support GoM to: (a) raise the ability of school principals and senior management teams to establish a learning culture within the school; (b) improve teacher motivation for their work; (c) enhance teacher performance by achieving required teacher competencies and improving their pedagogical practices; and (d) link teacher development activities to addressing student learning needs. The Project will support measures to increase: (a) the quality of SBPD programs in schools to improve teacher performance and raise student learning outcomes, with a special focus on atolls showing consistent low performance in NALO and 55 schools that were identified as disadvantaged and low performing schools; (b) the achievement of required competencies among teachers; (c) the use of appropriate pedagogical practices among teachers. The NIE and QAD with the assistance of the Teacher Resource Centers (TRCs) will support schools to implement SBPD programs to achieve the desired levels of performance. The QAD will measure (a) to (c) above through internal and external self-evaluations, and the NIE through SBPD reports provided by the SBPD focal points in schools. The Project will also support a collaborative research study led by the MNU with contributions from staff of the IUM and relevant non-state HEIs evaluating the SBPD practices in schools and their effectiveness, especially in relation to improving student learning in primary grades.

Sub-component 2.2. Strengthening Pre-Service Teacher Education

22. This sub-component will help enhance the quality of pre-service teacher education offered by the Maldives National University (MNU), Islamic University of Maldives (IUM), and non-state Higher Education Institutions. The Project would support the following areas: (a) developing reading materials/textbooks in Dhivehi for courses, with some translation work; (b) ICT training for student-teachers to understand how to use ICT for education; (c) human resource development of academics; and (d) equipment for teaching and learning.

Component Three: Advancing the Measurement of Student Learning and School Performance (Total costs = US$ 780,000)

Sub-component 3.1. Modernizing Learning Assessments

23. National and international assessments of learning outcomes are the main instruments for assessing education systems and formulating education policies in OECD and middle-income countries. National assessments are useful to analyze: (a) the quality of learning in relation to the national curriculum; (b) strengths and weaknesses in knowledge and skills in the education system; (c) the learning levels of students across different atolls and islands; (d) educational and socio-economic factors associated with student learning outcomes; and (e) the evolution of learning achievements over time. International assessments are useful to analyze the quality of learning in the education system in relation to international levels. National and international assessments provide complementary information about the performance of education systems. Maldives, as an upper-middle income country, needs to use both sources of information for future education development.

24. The Project will support the design and implementation of national assessments of learning outcomes in Grades 4 and 7 according to a regular cycle for the key subjects of mathematics, English and Dhivehi, and use the results and findings for education policy and program development. The national assessments will include modules of test items drawn from international assessments such as PIRLS, PISA or TIMSS. The Project will also build the capacity of: (a) policy makers and education specialists within
the MoE to use the results and findings from national and international assessments for strategic policy and management decisions; and (b) academics from Education Faculties of universities to undertake policy analyses using the information, especially the data, from NALOs. These assessments under will help monitor learning outcomes over time. In addition, the Project will support the analysis of factors that contribute to learning outcomes, such as school-related factors, classroom-related factors, and child-related factors. The information and feedback from these national assessments can be used by policy makers and education specialists in key education areas such as curriculum development, pre-service teacher education, continuing teacher development, the production of educational material including textbooks, and the allocation of resources. The Project will also build the capacity in the country to qualify for the next round of PIRLS, PISA or TIMMS to be conducted. This will help fully benchmark learning levels in the Maldives to international standards. The Project will also assist QAD to develop and implement a national version of the Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessments (EGMA).

Sub-component 3.2. Strengthening Quality Assurance for Learning

25. The Project will support measurement of school performance through Quality Assurance (QA) reviews. The QA process consists of both self-evaluation by schools and external evaluations organized by QAD. The school self-evaluations are conducted by stakeholders including principals, teachers, parents and local communities. This provides extensive provision for citizen engagement, including consultations, collection of stakeholder feedback, community participation in planning and decision making, and grievance redressal mechanisms. The QA process also provides opportunities for stakeholders, such as the principal, teachers, students, parents, and the local community, to participate in planning and implementation of school development plans. The results of the quality assurance process will feed into the school development plan, that would include the development of safe shelters in schools as part of the community disaster management plan, as when and when necessary. The quality assurance reports will be publicly available and will also be utilized in regular debates with policy makers including the Cabinet and relevant Parliamentary groups to discuss ways to further enhance the national education system. The analysis of stakeholders’ feedback will also examine gender related issues, so that timely action can be taken where needed. The needs of students, staff and stakeholders and management responses will also be incorporated in the school development plans. The relevant information on the implementation of these plans will be shared with the stakeholders. This QA process will also provide the citizen engagement mechanism for the Project.

Component 4: Coordination, Monitoring, Policy Analysis and Technical Assistance (Total costs = US$ 385,000)

26. This component will cover coordination, operations and monitoring support, technical expertise, policy research and evaluation, and communication. The Policy Planning and Research Divisions (PPRD) in the MoE and MoHE will implement activities under this component. The PPRD in the MoE will utilize expertise for implementation support and monitoring linked to the sub-components of the LAMP. These will be experts with high-quality expertise and a proven track record of performance in the relevant areas. The expertise will be drawn from universities and higher education institutions, and from consultant firms, as applicable. Consultants needed will be recruited under the relevant GoM and World Bank procurement guidelines and regulations.

27. Specifically, this component will support the MoE/MoHE with technical expertise in project implementation and monitoring for the duration of the LAMP. Under policy research and evaluation this component will support to design and realize policy reforms, including piloting and evaluating innovative approaches, frameworks, and strategic plans under various sub-components of the Project. The component will also ensure the availability of technical expertise for high quality research and policy analysis to achieve the Project’s development objective. For instance, this component will secure the required technical expertise to ensure that learning assessment results are appropriately analyzed and utilized for education policy development and planning. The component will also support monitoring and evaluation studies to
assess the impact of project activities. Finally, under this component, technical assistance will be given for development and dissemination of any communications material needed to effectively implement the Project and enhance the effectiveness of project activities.

**Results Chain**

28. **Theory of change and results chain.** The first goal of the GoM’s ESP 2019-2023 is to improve learning for all through equitable access to education. The LAMP is designed on the premise that there are three main factors contributing to inadequate learning outcomes in the Maldives. These are: (a) challenges in implementing a strong learning focused national curriculum framework, especially the learning of SEN children; (b) challenges in developing and maintaining a consistently strong cadre of high performing teachers; and (c) the absence of a high-quality learning assessment system and insufficient school quality assurance mechanisms. The Project proposes a set of interventions to address these challenges. These interventions are organized in three components, with each component and the supporting interventions under it, aimed at addressing the three challenges. Accordingly, Component One is designed to strengthen curriculum implementation and improve learning outcomes in key subjects, English, mathematics and Dhivehi at the Foundation and Primary Education stage. To ensure equitable access to learning, this component is also designed to provide support for children with special education needs and create alternative learning pathways for students at risk. Component Two is designed to improve teacher quality and performance; with initiatives aimed at improving both pre-service teacher education and continuing professional development of teachers. Component Three 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 quality assurance system. Together, these interventions are expected to contribute to the following project outcomes: (i) the quality of Dhivehi and English language education in foundation and primary grades improved; (ii) The quality of Mathematics education in foundation and primary grades improved; (iii) teacher education and development strengthened and; (iv) the measurement of learning outcomes for policy formulation modernized. Ultimately, these outcomes are expected to promote learning-focused curriculum implementation; a cadre of high performing teachers at foundation and primary stages; and strengthen the measurement of learning outcomes. The results chain reflecting this theory of change is given in the diagram in the next page.
### Key Challenges

**Quality of education needs improvement**
- Weak learning outcomes in the general education system
- The new NCF roll-out is a major undertaking requiring education material
- Support needed to improve the country’s SEN program

**Quality and performance of teachers contributing to weak learning outcomes**
- Professional teacher development requires greater attention and is inadequate
- Pre-service teacher education needs to be upgraded

**Lack of a high-quality learning assessment system and school quality assurance**
- NALO needs improvement in design, implementation and utilization
- Absence of tools used in international assessments
- The existing quality assurance of schools is weak

### Interventions/ Outputs

**Component 1: Strengthening Curriculum Implementation**
- Improving learning in key subjects for Foundation and Primary Education
- Assisting children with special education needs (SEN) and providing alternative learning pathways for at risk students

**Component 2: Strengthening Teacher Education and Development**
- Improving school-based professional development of teachers
- Strengthening pre-service teacher education

**Component 3: Advancing the Measurement of Student Learning and School Performance**
- Modernizing learning assessments
- Strengthening quality assurance for learning

### Intermediate Outcomes

- Quality assurance reviews completed and results for primary English, mathematics and Dhivehi reported
- SBPD programs specifically focusing on improving teacher performance to increase learning outcomes in primary grades completed
- EGRA and EGMA integrated into the measurement of learning in early grades

### PDO-level Outcomes

- Improved quality of English language education in foundation and primary grades across the selected schools for the Project
- Improved quality of Mathematics education in foundation and primary grades across the selected schools for the Project
- The quality of Dhivehi language education in primary grades improved
- Enhanced Teacher education and development
- Modernized measurement of learning outcomes for policy formulation

### PDO

- To promote learning focused curriculum implementation and strengthen the measurement of learning outcomes
- Strengthened capacity of the foundation and primary school stages to achieve a high level of curriculum objectives among students
- A higher level of performance of teachers
- Assessments of learning outcomes reflecting international good practice
C. Rationale for Bank Involvement and Role of Partners

29. The Project is fully aligned with the objectives of education development partners. The LAMP is a partnership between the funding agency, the Global Partnership for Education (GPE), UNICEF Maldives as the coordinating agency, and the World Bank as the grant agent to increase grant resources for the country. The proposed Project is fully aligned with the World Bank’s Performance and Learning Review (PLR) of the Maldives Country Partnership Framework, specifically Objective 1: Enhancing employability and economic opportunities for the Maldives. Education is specifically identified as an important area of support under this objective. Through human capital development the Project will increase economic opportunities for young people and promote equitable economic and human development in the country. In addition, the Bank is supporting the Maldives through another USD 20 million Enhancing Employability and Resilience of Youth (MEERY) Project. Given that the LAMP is to focus on the foundation and primary education stage, the GoM and Bank decided to focus MEERY on the post-primary vocational training and technical education stage, as this would complement the initiatives of the LAMP. The Bank also increased the funding for MEERY from an initial USD 10 million to USD 20 million due to the potential support from the GPE funded LAMP for the foundation and primary education stage. Further, the PLR mentions that the Bank is coordinating its efforts with other development partners. UNICEF too has a long history of supporting the Maldives, especially on early learning and primary education, and water and sanitation programs for schools. UNICEF also coordinated the Education Sector Analysis and the preparation of the Education Sector Plan (ESP) to enable the Maldives to qualify for GPE funding. The current UNICEF education program is summarized in Annex 3 below.

30. A Local Education Group (LEG) has been formed to oversee the implementation of the Education Sector Plan and the contribution of the LAMP. The LEG was involved in the consultations during the Education Sector Analysis (ESA), the design of the Education Sector Plan (ESP), and the design of the LAMP. The consultations covered policy makers, government officials, academics, researchers, teachers, parents, associations of past pupils of schools, students, and local school communities. The consultations were conducted both in Male’ and the atolls, and through both face-to-face meetings and online feedback. The ESA, ESP and LAMP were prepared based on the inputs provided during the consultations. The LEG will conduct an annual review of the ESP and assist the government to strengthen implementation as required.

D. Lessons Learned and Reflected in the Project Design

31. The design of the operation builds on lessons learned from previous World Bank and UNICEF Projects in the Maldives and from education operations elsewhere. In particular, the Project draws on international evidence of good practices in education from other small island countries, including in the Caribbean and the South Pacific. The main lessons are as follows.

- Strong and deeply engaged implementing partners are integral to smooth implementation; and to avoid unnecessary process delays and documentation issues.
- The Project should prioritize development initiatives around which there is broad consensus and agreement among policy makers and stakeholders, as their commitment is important for successful implementation.
- Direct school level interventions are especially important for education development activities to be sustained cost-effectively, given the geography of the country with a large number of small islands scattered over several hundred miles.
- Continuous capacity building of atoll and island level education officials will be important during Project implementation to ensure maximum technical and management support for schools to implement education development activities.
Costs and Financing

The total cost and financing of the LAMP is given in Table 1 below. The detailed costs by component and sub-components are given in Annex 4.

**Table 1: Project Costs and Financing**

<table>
<thead>
<tr>
<th>Project Components</th>
<th>Project Cost</th>
<th>GPE Trust Fund Financing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strengthening Curriculum Implementation</td>
<td>1,260,000</td>
<td>1,260,000</td>
</tr>
<tr>
<td>2 Improving Teacher Education and Development</td>
<td>675,000</td>
<td>675,000</td>
</tr>
<tr>
<td>3 Advancing the Measurement of Student Learning and School Performance</td>
<td>780,000</td>
<td>780,000</td>
</tr>
<tr>
<td>4 Coordination, Monitoring, Policy Analysis, and Technical Assistance</td>
<td>385,000</td>
<td>385,000</td>
</tr>
<tr>
<td>5 World Bank Implementation Support ²</td>
<td>400,000</td>
<td>400,000</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td><strong>3,500,000</strong></td>
<td><strong>3,500,000</strong></td>
</tr>
<tr>
<td><strong>Total Financing Required</strong></td>
<td></td>
<td><strong>3,500,000</strong></td>
</tr>
</tbody>
</table>

**III. IMPLEMENTATION**

A. Institutional and Implementation Arrangements

32. The Project will be implemented by the Ministry of Education (MoE) and the Ministry of Higher Education (MoHE). Both ministries have extensive experience of implementing Bank funded projects and a good track record of performance. The MoE and MoHE (then Department of Higher Education) recently implemented the Enhancing Education Development Project which concluded satisfactorily, achieving or exceeding all performance targets. Prior Bank funded Projects implemented by the MoE and MoHE have also performed satisfactorily.

33. The LAMP will support the MoE and MoHE to implement the Project, as well as undertake monitoring and evaluation. The strengthening of Project implementation would be through support for a team of experts in operations and monitoring, who would assist the MoE and MoHE, including atoll level officials such as the Teacher Resource Center (TRC) Coordinators, and schools, to implement and monitor activities efficiently. The monitoring activities will take place at three levels: national, atoll and school. The purpose of monitoring will be formative, and support implementation at each level by identifying problems and recommending actions to resolve issues and remove bottlenecks to implementation. The evaluation activities would help assess the results of the Project and would include obtaining beneficiary satisfaction information. The resources from the Project would also support the communication and dissemination of monitoring and evaluation information to education stakeholders, including political authorities, policy makers, academics and researchers, principals and teachers, students, and the general public.

² This allocation is for the World Bank’s implementation support and is not a Project Component. The activities under implementation support are described in paragraphs 36-42 of the Program Document.
B. Results Monitoring and Evaluation Arrangements

34. Monitoring and evaluation of results and outcomes is a priority for LAMP. The objectives of monitoring and evaluation are to: (a) track the implementation experience of the project and strengthen the efficiency of implementation where needed; (b) assess the results achieved under each project component and sub-component; and (c) evaluate the overall outcomes of the project. Monitoring and evaluation activities will commence from the beginning of the Project and continue until project completion, and will assess project inputs, processes, intermediate outcomes and outcomes. All education sector related data will be collected and disseminated via the central database MEMIS, while all higher education data will be collected and disseminated via the higher education central database. A detailed Results Framework has been developed for the project and is presented in Annex 1. This framework comprises a set of development outcomes and intermediate outcomes, with baseline information and annual targets, to provide a continuous picture of project performance.

35. The overall project monitoring activities will be undertaken by the Planning Branches of the MoE and MoHE. The other central level agencies will monitor the implementation of activities under their mandates and responsibilities at atoll and school level. For instance, the NIE will monitor the implementation of the SBPD programs. The QAD will monitor the implementation of the QA programs. This monitoring would follow a cascade model where appropriate, with atoll education officials and the coordinators of teacher resource centers assisting the national MoE and MoHE agencies to monitor the activities in the atolls and islands. Research and evaluation activities will generally be contracted out to independent research agencies, such as the Maldives National University (MNU), private higher education institutions and consulting firms, or individual consultants.

World Bank Implementation Support

36. The World Bank will provide continuous support to the MoE and MoHE to implement the Project effectively. The performance of the LAMP will be reviewed regularly by the Bank, including through semi-annual implementation support and supervision visits to the country, and covering Male’ and the outer atolls. However, more frequent missions are expected at least in the first and second years of the Project life, for example for the Project launch and for extensive technical expertise. These missions will be complemented by continuous communication, technical expertise and follow-up between missions by the World Bank task team leader based in Colombo and other relevant staff. The Local Education Group (LEG) will conduct an annual review of the ESP and LAMP.

37. The main implementation support missions will cover, among other things, (a) strategic policy dialogue on major education and higher education sector matters linked with the ESP; (b) review of the LAMP implementation status and performance to date with respect to the PDO-level and intermediate results indicators, and legal covenants; and (c) advice on any actions and measures (including risk mitigating measures) required to keep Project implementation on track and performing at expected levels.

38. A mid-term mission will be conducted in late 2022. This mid-term review will serve as an opportunity for the Government and the LEG including the World Bank, to evaluate the efficacy and effectiveness of the Project design and implementation approach and fine-tune as needed. During this mission the Government and the LEG including the World Bank, based on an assessment of overall Project performance including systems strengthening and capacity building, will discuss the extent to which the development objectives are being fulfilled and remain achievable within the Project time frame. Based on the mid-term review, the Government of Maldives and the LEG including the World Bank, will agree on appropriate actions in relation to LAMP, including restructuring if needed.

39. To ensure high-quality implementation support, the World Bank team will comprise education economists, education specialists and specialists in FM, procurement, and safeguards, with the specific team composition for each mission determined based on implementation support requirements at that time.
40. Findings and recommendations from the semi-annual review missions will be recorded in aide-memoires. The aide-memoires will be issue-oriented and cover LAMP implementation progress and performance following a standardized format. This will include an overview of implementation status, evidence-based assessments of results, the implementation status of LAMP themes, compliance with legal covenants, risks and risk management measures, and pending issues and actions. The aide memoires will provide specific time-bound recommendations to the Ministries of Education and Higher Education for corrective actions to be taken, if necessary. The aide-memoires will benefit from LAMP progress reports, based on agreed formats and guidelines, submitted to the World Bank by MoE on a semi-annual basis each year.

41. The World Bank team will ensure that LAMP is implemented according to the GPE and World Bank’s requirements as specified in the Financing Agreements. The task team leader will engage in regular dialogue with the senior officials in the Government to monitor implementation progress and to help resolve issues and address constraints as and when they arise. He/she will be assisted by team members based in the USA and elsewhere.

42. The World Bank will assist the client by regularly undertaking education policy research and impact evaluations on themes and topics that are considered high priorities for future policy formulation and strategy development in the education sector. LAMP makes provision to support research, policy analysis, monitoring and evaluation.

C. Sustainability

43. Several elements support the sustainability of the Project’s objective. First, there is a strong alignment of the Project with the national education program of the country. LAMP is fully aligned with the GoM education sector plan (ESP) and the country’s development priorities. Hence, country ownership and commitment for the activities of the Project are strong. The Project design is guided by a solid and deep education sector analysis (ESA) conducted prior to Project preparation and fully endorsed by the Government. This analysis forms the backbone of the GoM education sector plan, and ensures commitment to, and support for, the Project’s design and activities. Moreover, the ESA and the ESP were prepared through an extensive process of nation-wide consultation, covering policy makers, technocrats, officials, MoE and MoHE staff, as well as teachers, representatives of civil-society and donor organizations. This highly inclusive process further cements wide-ranging country ownership of, and commitment to the ESP, and the Project design, which is fully aligned with it.

44. Moreover, LAMP is designed to be implemented through the normal educational institutions of the country in line with their institutional mandates and responsibilities. The activities of the LAMP, therefore, are mainstreamed within the MoE and MoHE structure. The Project will support capacity building of school stakeholders and staff of the MoE. The MoE and MoHE agencies will have the technical capacity and commitment to maintain and sustain the Project’s development initiatives after the life of the Project.

45. The LAMP has a flexible Project design based on a multi-year medium-term plan. The Project takes an incremental approach to the promotion of complex development activities, phasing in strategic initiatives annually in selected atolls. This provides scope for fine-tuning of initiatives in the light of fresh information before they are rolled out to additional atolls. The Project design also encourages atolls and islands to implement school level development activities to suit their individual needs and circumstances.

46. Financial sustainability of the LAMP is high. The contribution of LAMP to the overall education sector budget ranges from approximately 0.02 to 0.38 percent per year (Table 2). The GoM can cover this cost when the Project is over with ease, as the economy is expected to grow over time, and government revenue will increase as a result.
Table 2: Fiscal Impact and Sustainability of the Project (USD Million)\(^3\)

<table>
<thead>
<tr>
<th>Year</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Education Expenditure</td>
<td>246</td>
<td>248</td>
<td>251</td>
<td>251</td>
<td>251</td>
</tr>
<tr>
<td>LAMP Expenditure</td>
<td>0.60</td>
<td>0.95</td>
<td>0.93</td>
<td>0.57</td>
<td>0.04</td>
</tr>
<tr>
<td>LAMP expenditure as a share of Total Education Expenditure</td>
<td>0.24</td>
<td>0.38</td>
<td>0.37</td>
<td>0.23</td>
<td>0.02</td>
</tr>
</tbody>
</table>

IV. KEY RISKS

D. Overall Risk Rating and Explanation of Key Risks

47. The overall risk rating for this Project is assessed as *Low*. In accordance with Bank Policy/Bank Directive for small projects financed by the Bank under recipient-executed trust fund grants mechanisms, no individual risk ratings have been assigned.

V. APPRAISAL SUMMARY

48. The strategic relevance of LAMP is high. First, LAMP has strong analytical foundations in the comprehensive Education Sector Analysis of the Maldives 2018. As the country has achieved near universal access at the primary and lower secondary level, its next generation of education sector challenges revolve around improving the quality of education. LAMP is designed to improve learning outcomes in three key subjects at the Foundation and Primary Education stages: English, Mathematics and Dhivehi. The proposed activities and interventions are strongly aligned with the GoM’s Education Sector Plan (2019-2023).

Second, the Project design draws on lessons learned from the World Bank’s previous engagement with the Maldives’ education sector. Third, the Project’s components are closely aligned with global best practices in education development. The focus on the foundation and primary education stages reflects the findings that high learning outcomes depend critically on learning well in the early years (Learning to Realize Education’s Promise, World Development Report, World Bank 2018). The focus on SBPD and the measurement of learning outcomes is based on lessons learned from high performing education systems such as Singapore, Republic of Korea and Japan. SBPD is widely recognized as one of the most effective strategies for improving teacher quality and performance. Widening the scope of learning assessments to measure student learning outcomes in relation to international levels will enable the country to participate fully in global education development initiatives, including the initiatives of the Human Capital Project of the World Bank. Fourth, the three components of LAMP are inter-linked and mutually supportive, so that the overall impact of LAMP is likely to be greater than the sum of its component parts.

49. Investment in improving the quality of foundation education and primary education yield strong economic and social benefits. Satisfactory learning outcomes in the early years are vitally important to achieve good learning at the secondary and tertiary levels of education. The economic and social benefits education are well known among modern policy makers. High quality education increases cognitive skills. Education also improves socio-emotional skills, such as conscientiousness, agreeableness, and openness to learning, which are important for future labor market performance. Education also generates a broad array

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\(^3\) The education budget data are available only up to 2022, as per the three-year budget of the government. The education budgets for 2023 and 2024 have been assumed to be equal to the education budget for 2022. This is a conservative assumption.
of social benefits. Well-educated individuals, especially women, are better able to control their fertility and family health, resulting in lower infant and child mortality and greater life expectancy. Also, education facilitates social mobility by creating opportunities for poor households and disadvantaged communities to raise their economic and social status. A good education system also result in better political decision making, decreased incidence of crime, and higher quality government services.

FIDUCIARY

Financial Management

50. The proposed FM arrangements including planning, budgeting, accounting, internal controls, funds flow, financial reporting & auditing to be in line with fiduciary requirements of Operations Policy (OP) 10.00. MOE will be responsible for overall FM co-ordination and monitoring of activities in the project and maintain FM arrangements at all project implementation levels including the compliance with the financial covenants.

51. The FM assessment was carried out for MOE, which is also implementing other WB interventions, was found to be satisfactory. There are no overdue audit reports or ineligible expenditures outstanding in bank project implemented under the implementing agency. It is envisaged that the MoE assign FM staff including a Financial Management Specialist and any other supporting staff assessed as necessary, satisfactory to the World Bank.

52. Disbursements will be report-based using Interim Unaudited Financial Reports (IUFRs). Advances will be made based on six months projected expenditure and these funds will be solely used to finance eligible expenditure. Actual expenditure incurred will be tracked and recorded in the IUFR in the prescribed format prepared by MoE and will be submitted quarterly to WB within 45 days of end of quarter.

53. The Project will be subjected to internal and external audits. The internal audit will be carried out by the internal audit unit of the MoE. The external audit of the Project will be carried out by the Auditor General’s Office of Maldives. The audited financial statements will be required to be submitted to WB within 6 months of the end of each financial year.

Procurement

54. The World Bank Procurement Regulations for IPF Borrowers (Procurement in Investment Project Financing- Goods, Works, Non-Consulting and Consulting Services, July 2016 Revised November 2017 and August 2018- ‘Procurement Regulations’) introduced by the Bank under the Procurement Framework will be applicable for the activities funded through the IPF. This would entail particularly the activities which will be carried out by the MoE.

55. The Bank will not fund any particular contract under the school-based grants component, therefore the provisions of the Regulations will not apply. However, the disbursements of the Grants may be contingent upon the efficient and transparent execution of procurement using in accordance with the Public Financial Regulations of GoM as agreed with the Bank. Public Finance Regulations (PFR) 2017 is the governing document for procurement in Maldives. While the Bank does not aim to supervise these procurements funded through the school-based Grants, an assessment of the risk of such procurements has been carried out in terms of the Section II -General Considerations-Clause 2.3 of the Procurement Regulations and detailed out in the fiduciary assessment.

56. The Bank carried out the fiduciary assessment encompassing the country, sector and the institutions level to analyze the procurement risk and capacity to determine the appropriate mitigation measures to overcome the implementation challenges. The focus of the fiduciary assessment was primarily on the MoE being the main Implementing Agency and also the teams had discussions with the MoHE, a sample of Schools in Male, Hulhumale and Ghuli Island.
57. Implementation challenges have been encountered in the previous engagements with the country through Bank financed projects. Maldives being a small state, experiences specific problems that arise from the interplay of its small size and external factors. The MoE has completed a Project Procurement Strategy for Development Document- PPSD to understand the current operating context to determine the appropriate procurement strategy to achieve the project development objectives. The Procurement Plan has been developed based on the PPSD findings.

58. The Government of Maldives procurement procedures will be clearly identified in a Procurement Chapter of the Operations Manual (OM), which will be appraised and reviewed by the Bank. The detailed PPSD will also be annexed to the OM. The PPSD and the Manual will be updated as necessary to meet the project needs in consultation with the Bank.

59. Considering the risks identified and the mitigation measures, the procurement rating is ‘Moderate’. The procurement performance will be reviewed during the project implementation period and the procurement risk rating will be adjusted accordingly.

Environmental and Social

60. The project has negligible environmental and social risks and impacts as activities are mainly services and technical assistance, and some education literature and software. Both the environmental and social risks have been rated “low” for this project. ESS1 on Assessment and Management of Environmental and Social Impacts, ESS2 on Labor and Working Conditions and EES10 Stakeholder Engagement and Information Disclosure will be applicable to the operation. Activities, analytics and studies to be financed will be screened for any environmental and social risks and, where warranted, the terms of reference of the analytics and studies will include provisions for screening and analyzing risks and impacts and subsequent mitigation plans will be prepared and implemented if risks and impacts are identified in screening.

61. An Environmental and Social Commitment Plan (ESCP) has been developed by the MoE and the MoHE during preparation and has been disclosed, DATE, prior to appraisal and agreed with the Bank. The borrower has mapped all stakeholders and prepared a Stakeholder Engagement Plan (SEP) during preparation. As part of SEP, a Grievance Redress Mechanism for direct workers and the Project’s stakeholders has been developed. In addition, vulnerable and disadvantaged groups in the context of the project have been identified and mechanisms have been included for their engagement in implementing the SEP. The SEP will be updated from time to time as necessary throughout the lifetime of the Project. An abbreviated Labor Management Procedures has been developed given the low risk of the project which has been attached to the ESCP.

62. The Project will be executed by the MoE and the MoHE, agencies that have a long history of engagement with the Bank, and successful implementation of environmental and social due diligence as per World Bank Standards. The E&S capacity of the MoE and MoHE to comply with the Bank’s ESSs have been assessed and for the minor gaps identified an institutional strengthening plan has been agreed upon in the ESCP.

VI. WORLD BANK GRIEVANCE REDRESS

63. Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB’s Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB’s independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank’s corporate Grievance Redress Service (GRS), please visit http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.
## VII. RESULTS FRAMEWORK AND MONITORING

### PDO Level Indicators Matrix

<table>
<thead>
<tr>
<th>Results Indicators</th>
<th>Core</th>
<th>Unit of Measure</th>
<th>Baseline (2019)</th>
<th>Intermediate Targets</th>
<th>End Target (December 2023)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PDO Indicator 1: Improved quality of English language education in foundation and primary grades across the selected schools for the Project</td>
<td>X</td>
<td>Percentage</td>
<td>English Language improvement program designed for primary grades identified as a priority in the Education Sector Plan.</td>
<td>English Language improvement program achieved in at least 40% of target schools.</td>
<td>Results of the English language improvement program achieved in at least 80% of target schools.</td>
</tr>
<tr>
<td>PDO Indicator 2: Improved quality of mathematics education in foundation and primary grades across the selected schools for the Project</td>
<td>X</td>
<td>Percentage</td>
<td>Mathematics improvement program designed for primary grades identified as a priority in the Education Sector Plan.</td>
<td>Mathematics improvement program achieved in at least 40% of target schools.</td>
<td>Results of the mathematics improvement program achieved in at least 80% of target schools.</td>
</tr>
</tbody>
</table>

---

4 All outcome targets will be measured and reported by gender and atoll where applicable.
<table>
<thead>
<tr>
<th>PDO Indicator 3: The quality of Dhivehi language education in primary grades improved</th>
<th>Core</th>
<th>Unit of Measure</th>
<th>Baseline (2019)</th>
<th>Intermediate Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>Percentage</td>
<td>Dhivehi language improvement program for primary grades identified as a priority in the Education Sector Plan.</td>
<td>Dhivehi language improvement program designed for primary grades.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dhivehi language improvement program implemented in at least 60 target schools.</td>
<td>Dhivehi language improvement program monitored in at least 40% of target schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dhivehi language improvement program monitored in at least 80% of target schools.</td>
<td>Results of the Dhivehi language improvement program achieved in at least 80% of target schools.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PDO Indicator 4: Enhanced teacher education and development</th>
<th>Core</th>
<th>Unit of Measure</th>
<th>Baseline (2019)</th>
<th>Intermediate Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>Percentage</td>
<td>SBPD Program in updated.</td>
<td>Primary teachers in at least 75 target schools participate in SBPD programs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Results of SBPD programs achieved in at least 20 percent of target schools</td>
<td>Results of SBPD programs achieved in at least 50 percent of target schools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Results of SBPD programs achieved in at least 80 percent of target schools</td>
<td>Results of SBPD programs achieved in at least 80 percent of target schools.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PDO Indicator 5: Modernized measurement of learning outcomes for policy formulation</th>
<th>Core</th>
<th>Unit of Measure</th>
<th>Baseline (2019)</th>
<th>Intermediate Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Text</td>
<td>NALO to be modernized with modules from international assessments.</td>
<td>Round 1 of the modernized NALO with modules from international assessments implemented for Grades 4 and 7.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Outcomes of the modernized NALO used to strengthen implementation of the Education Sector Plan.</td>
<td>Round 2 of the modernized NALO with modules from international assessments implemented for Grades 4 and 7.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Outcomes of the modernized NALO used to strengthen implementation of the Education Sector Plan.</td>
<td>Outcomes of the modernized NALO used to strengthen implementation of the Education Sector Plan.</td>
</tr>
</tbody>
</table>
## Intermediate Results Indicators Matrix

### Intermediate Results Indicators by Components

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Core</th>
<th>Unit of Measure</th>
<th>Baseline (2019)</th>
<th>Intermediate Targets</th>
<th>End Target (December 2023)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate Outcome Indicator 1:</strong> Quality assurance reviews completed and results for primary English, mathematics and Dhivehi reported</td>
<td>Percentage</td>
<td>Quality assurance system in place for schools</td>
<td>Quality assurance reviews completed and results for primary English, mathematics and Dhivehi reported for at least 20 percent of target schools.</td>
<td>Quality assurance reviews completed and results for primary English, mathematics and Dhivehi reported for at least 60 percent of target schools.</td>
<td>Quality assurance reviews completed and results for primary English, mathematics and Dhivehi reported for at least 80 percent of target schools.</td>
</tr>
<tr>
<td><strong>Intermediate Outcome Indicator 2:</strong> SBPD programs specifically focusing on improving teacher performance to increase learning outcomes in primary grades completed</td>
<td>Percentage</td>
<td>Plan for SBPD</td>
<td>An SBPD program focusing on improving student learning outcomes in primary grades developed and notified to schools.</td>
<td>SBPD programs specifically focusing on improving student learning outcomes in primary grades completed in at least 50 percent of target schools.</td>
<td>SBPD programs specifically focusing on improving student learning outcomes in primary grades completed in at least 80 percent of target schools.</td>
</tr>
</tbody>
</table>

---

5 All intermediate outcome targets will be measured and reported by gender and atoll where applicable.
<table>
<thead>
<tr>
<th>Intermediate Outcome</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicator 3:</strong> EGRA and EGMA integrated into the measurement of learning in early grades</td>
<td>No EGRA or EGMA in the Maldives.</td>
</tr>
<tr>
<td>Results of the EGRA and EGMA pilot incorporated into the design of a full EGRA and EGMA.</td>
<td>Full EGRA and EGMA completed and results used for the implementation of the Education Sector Plan.</td>
</tr>
<tr>
<td>Full EGRA and EGMA completed and results used for the implementation of the Education Sector Plan.</td>
<td></td>
</tr>
<tr>
<td>Indicator Name</td>
<td>Definition/Description</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| The quality of English language education in primary grades improved          | This indicator is designed to measure progress in the implementation of a new and improved English language program to enhance the English language skills of students in the general education system.  
**Description:** Initially, progress will be measured in terms of the number of target schools that benefit from a new English language improvement program. In subsequent years, progress will be measured in terms of the percentage of students in the target schools whose English language results improve following implementation of the new program. | Annual    | LAMP records   | Classroom-based assessments   | NIE Schools                       |
| The quality of mathematics education in primary grades improved               | This indicator is designed to measure progress in the implementation of a new and improved mathematics language program to enhance the math skills of students in the general education system.  
**Description:** Initially, progress will be measured in terms of the number of target schools that benefit from a new mathematics improvement program. In subsequent years, progress will be measured in terms of the percentage of students in the target schools whose math results improve following implementation of the new program. | Annual    | LAMP records   | Classroom-based assessments   | NIE Schools                       |
| Teacher education and development strengthened                                | This indicator is designed to measure progress in effective implementation of the SBPD program, focused on teachers in primary grades.                                                                                     | Annual    | LAMP records   | SBPD reports               | NIE Schools                       |
| Description: | In the first year, progress will be measured by program implementation in the target schools. In subsequent years, this indicator will be measured by the achievement of SBPD results in the target percentage of schools, as indicated in the results matrix. |
| The quality of Dhivehi language education in primary grades improved | This indicator is designed to measure progress in the implementation of an improved Dhivehi language program to enhance the Dhivehi language skills of students in the general education system. |
| Description: | Initially, progress will be measured in terms of the number of target schools that benefit from a new Dhivehi language improvement program. In subsequent years, progress will be measured in terms of the percentage of schools in which the program is monitored. |
| The measurement of learning outcomes for policy formulation modernized | This indicator is designed to measure progress in the design and implementation of a modernized NALO which includes modules from international assessments, as well as progress in the utilization of NALO results for education sector program development. |
| Description: | In year 1 and 3, progress will be measured by implementation of the modernized NALO (incorporating international assessment modules for Grades 4 and 7). In the other years, progress will be measured by the utilization of NALO to strengthen the implementation of the Education Sector Plan. |

| Annual | LAMP records | Classroom-based assessments | NIE Schools |
| Annual | LAMP records | National assessments of learning outcomes | QAD |
### Monitoring & Evaluation Plan: Intermediate Outcome Indicators

<table>
<thead>
<tr>
<th>Indicator Name</th>
<th>Definition/Description</th>
<th>Frequency</th>
<th>Data source</th>
<th>Methodology for Data Collection</th>
<th>Responsibility for Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality assurance reviews completed and results for primary English, mathematics and Dhivehi reported</td>
<td>This indicator is designed to measure progress on the implementation of the quality assurance system, with a special focus on primary education. <strong>Description:</strong> Progress on this indicator will be measured by the implementation quality assurance reviews in primary grades for English, mathematics and Dhivehi, as well as reporting of the results of these QA reviews in the target percentage of schools (as specified in the results framework). By the end of the program, quality assurance reviews should be completed and results reported for primary English, mathematics and Dhivehi in at least 80% of target schools.</td>
<td>Annual</td>
<td>LAMP records</td>
<td>Quality assurance reviews</td>
<td>QAD Schools</td>
</tr>
<tr>
<td>SBPD programs specifically focusing on improving teacher performance to increase learning outcomes in primary grades completed</td>
<td>This indicator is designed to measure progress on the implementation of the SBPD program for primary grade teachers. <strong>Description:</strong> Progress on this indicator will be measured by whether SBPD programs focusing on developing the capacity of primary grade teachers to improve student learning outcomes has been completed in the target percentage of schools, as specified in the results framework.</td>
<td>Annual</td>
<td>LAMP records</td>
<td>SBPD reports</td>
<td>QAD Schools</td>
</tr>
<tr>
<td>EGRA and EGMA integrated into the measurement of learning in early grades</td>
<td>This indicator is designed to measure progress on the design, implementation, and utilization of the EGRA and EGMA. <strong>Description:</strong> Progress across the years will be measured as follows. In the first year, progress will be measured in terms of the preparation of EGRA/EGMA. In the second year, progress will be measured by conduct of the national pilot test for EGRA/EGMA. In the third year, progress will be measured by finalization of the EGRA/EGMA,</td>
<td>Annual</td>
<td>LAMP records</td>
<td>EGRA/EGMA studies</td>
<td>QAD</td>
</tr>
</tbody>
</table>
based on the results of the pilot. In the last two years, progress will be assessed by implementation of the EGRA/EGMA and incorporation of the results for implementation of the education sector plan.
ANNEX 1: Implementation Arrangements and Support Plan

A. Project Implementation and Institutional Arrangements

1. The proposed LAMP will be implemented over the four-year period mid-2020 to June 30, 2024. The roles and responsibilities of national agencies in the implementation and coordination of the Project are summarized in Table 1.1 below and are described in detail in the project OM.

2. The Project will be implemented by the Ministry of Education (MoE) and the Ministry of Higher Education (MoHE). Both ministries have extensive experience of implementing Bank funded projects and a good track record of performance. The MoE and MoHE (then Department of Higher Education) recently implemented the Enhancing Education Development Project which concluded satisfactorily, achieving or exceeding all performance targets. Prior Bank funded Projects implemented by the MoE and MoHE have also performed satisfactorily.

3. The LAMP will support the MoE and MoHE to implement the Project, as well as undertake monitoring and evaluation. The strengthening of project implementation would be through support for a team of experts in academic areas, operations and monitoring, who would assist the MoE and MoHE, including atoll level officials such as the Teacher Resource Center (TRC) Coordinators, to implement and monitor activities efficiently. The monitoring activities will take place at three levels: national, atoll and school. The purpose of monitoring will be formative, and support implementation at each level by

### Table 1.1. Key Roles and Responsibilities by Implementation Agency

<table>
<thead>
<tr>
<th>Component</th>
<th>Sub-component</th>
<th>National Agency</th>
<th>Implementation Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component One: Strengthening Curriculum Implementation.</td>
<td>Improving Dhivehi language learning</td>
<td>NIE</td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td>Improving English language learning</td>
<td>NIE</td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td>Improving mathematics learning</td>
<td>NIE</td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td>Inclusive education</td>
<td>DoIE</td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td>Alternative learning pathways</td>
<td>ESQID</td>
<td>Schools</td>
</tr>
<tr>
<td>Component Two: Strengthening Teacher Education and Development.</td>
<td>School based professional development</td>
<td>NIE</td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td>Strengthening pre-service teacher education</td>
<td>MoHE</td>
<td>MNU Islamic University Non-state HEIs</td>
</tr>
<tr>
<td>Component Three: Improving the Measurement of Learning Outcomes.</td>
<td>Modernized assessments of learning outcomes</td>
<td>QAD</td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td>National EGRA/EGMA</td>
<td>QAD</td>
<td>Schools</td>
</tr>
<tr>
<td></td>
<td>Quality assurance</td>
<td>QAD</td>
<td>Schools</td>
</tr>
<tr>
<td>Coordination, Monitoring, Policy Analysis and Technical Assistance</td>
<td>Planning Branches MoE and MoHE</td>
<td>Universities Non-state HEIs Consultant companies</td>
<td></td>
</tr>
</tbody>
</table>
identifying problems and recommending actions to resolve issues and remove bottlenecks to implementation. The evaluation activities would help assess the results of the Project and would include obtaining beneficiary satisfaction information. The resources from the Project would also support the communication and dissemination of monitoring and evaluation information to education stakeholders, including political authorities, policy makers, academics and researchers, principals and teachers, students, and the general public.

National Level

4. The MoE and MoHE will be in overall charge of the project. The MoE and MoHE will implement the project through its institutions, such as the Policy Planning and Research Section (PPRS), the National Institute of Education (NIE), the Quality Assurance Division (QAD), the Education Quality Improvement and Supervision Division (ESQID), and the Department of Inclusive Education (DoIE). These institutions will implement the activities of the Project in line with their respective mandates and responsibilities. The Project will have a Steering Committee chaired by the Ministers of Education and Higher Education and comprising of the heads of the education and higher education agencies implementing project components. The PPRS will convene the steering committee.

5. The PPRS will coordinate the various agencies to forge synergy and establish consistency. The MoE will be assisted by the Atoll Education Offices and Teacher Resource Centers (TRCs) to provide operational support, and to implement and monitor the activities of the project, at island and school level. The Project will provide the technical assistance needed by the MoE to facilitate implementation.

School Level

6. The LAMP will follow the principal of subsidiarity, where power and responsibility are devolved to the maximum extent possible to the frontline service delivery agencies, in this case the schools. The key activities to improve school performance under the project, such as the quality assurance program and the professional teacher development of teachers, will be implemented mainly at the school level. The school heads and senior management teams will be responsible for the organization and management of these activities. The principals and senior management teams will lead the internal self-evaluations of the quality assurance process. They will also lead the needs assessments of teacher skills and competencies in relation to the school improvement plans and organize the professional development programs required. The school heads and senior management teams will also be responsible for implementing the SBPD and QA programs.

Steering Committee

7. LAMP Steering Committee (SC). The Project will be overseen by a Steering Committee established to provide policy direction and oversight to the implementation of the Education Sector Plan implementation Grant including the LAMP. The Steering Committee will be chaired by the State Ministers of Education and Higher Education. The other members of the Steering Committee are senior technical officers of both ministries leading the components that form LAMP. The Steering Committee will discuss and decide on important policy aspects, as well as review the overall performance of the project, paying special attention to the anticipated outcomes and results framework. The Steering Committee would help address any constraints to implementation. The SC will also update the National Education Coordination Committee (NECC) / Local Education Group (LEG) on the implementation of the project and will receive additional policy guidance for the project.

Operations Manual

8. The Ministry of Education and Ministry of Higher Education have prepared an Operations Manual
The OM will be a living document, which will include detailed procedures for (a) fiduciary and safeguards arrangements and guidelines; (b) the implementation plan, with a time sequence of key activities under all the components, implementation responsibilities among the various institutions, budgets and expected results; (c) monitoring, evaluation, reporting and communication, including the results framework; and Terms of Reference (TORs) for key positions.

**Implementation Support Plan**

9. **Implementation support missions.** The Local Education Group (LEG) will conduct an annual review of the ESP and LAMP. The World Bank will formally review the implementation of LAMP semi-annually, one mission of which could coincide with the annual review. However, more frequent missions are expected at least in the first year of the Project life, for example for the Project launch and for extensive technical expertise. These missions will be complemented by continuous communication and follow-up between missions by the World Bank task team based in Colombo and other relevant staff.

10. The main implementation support missions will cover, among other things, (a) strategic policy dialogue on major education and higher education sector matters; (b) review of the LAMP implementation status and performance to date with respect to the PDO-level and intermediate results indicators, and legal covenants; and (c) advice on any actions and measures (including risk mitigating measures) required to keep Project implementation on track and performing at expected levels. Before the implementation support missions, the Ministry of Education will provide a comprehensive progress report to the World Bank on Project activities, issues encountered and proposed corrective actions for improvement, an updated work Project and budget, and copies of studies and evaluations completed since the last mission. These reports will be short and issue-focused, complementing the information included in the monthly Operation progress reports.

11. **Mid-term review.** A mid-term mission will be conducted in late 2022. This mid-term review will serve as an opportunity for the Government and the LEG including the World Bank to evaluate the efficacy and effectiveness of the Project design and implementation approach and fine-tune as needed. During this mission the Government and the LEG including the World Bank, based on an assessment of overall Project performance including systems strengthening and capacity building, will discuss the extent to which the development objectives are being fulfilled and remain achievable within the Project time frame. Based on the mid-term review, the Government of Maldives and the LEG including the World Bank will agree on appropriate actions in relation to LAMP, including restructuring if needed.

12. **To ensure high-quality implementation support, the World Bank team will comprise education economists, education specialists and specialists in FM, procurement, and safeguards, with the specific team composition for each mission determined based on implementation support requirements at that time.**

13. **Aides-memoire.** Findings and recommendations from the semi-annual review missions will be recorded in aides-memoire. The aides-memoire will be issue-oriented and cover LAMP implementation progress and performance following a standardized format. This will include an overview of implementation status, evidence-based assessments of results, the implementation status of LAMP themes, compliance with legal covenants, risks and risk management measures, and pending issues and actions. The aide memoires will provide specific suggestions to the Ministries of Education and Higher Education for corrective actions to be taken, by whom and by when. The aides-memoire will benefit from LAMP progress reports, based on agreed formats and guidelines, submitted by the MoE to the World Bank on a semiannual basis each year.

14. **Overall Project supervision.** The World Bank team will ensure that LAMP is implemented according to the GPE and World Bank’s requirements as specified in the Financing Agreements. The task
team leader will engage in regular dialogue with the senior officials in the Government to monitor implementation progress and to help resolve issues and address constraints as and when they arise. He/she will be assisted by team members based in the USA and elsewhere.

15. **Analytical support.** The World Bank will assist the client by regularly undertaking education policy research and evaluations on themes and topics that are considered high priorities for future policy formulation and strategy development in the education sector. LAMP makes provision to support research, policy analysis, monitoring and evaluation.

### Financial Management Arrangements

16. The proposed FM arrangements including planning, budgeting, accounting, internal controls, funds flow, financial reporting & auditing to be in line with fiduciary requirements of Operations Policy (OP) 10.00. It is envisaged that MoE will be responsible for overall FM co-ordination and monitoring of activities of the project and maintain FM arrangements at all project implementation levels including (i) ensuring compliance with all financial covenants in the DFI; (ii) obtaining funds from the Bank and managing such funds in an efficient, effective and transparent manner; (iii) providing financial reports and project audit reports to the Bank; (iv) overall management of payments and accounting functions of the project; (v) managing the internal & external audit process & audit issues follow up, and responding to any other requests relating to FM made by the Bank team. Detailed FM arrangements will be reflected in the Operations Manual.

17. MOE has prior experience in implementing WB funded operations and performance of those operations has been satisfactory with no serious accountability or FM issues. It is envisaged that the MoE will have assigned staff including FM Specialist and any other supporting staff assessed as necessary, satisfactory to the World Bank, to manage and coordinate the overall FM arrangements related to the project.

18. The MoE will have the required budgetary allocations for the project in the annual budget estimates and funds will be released to MoE on need basis. The MoE including Schools adopt Public Financial Regulation (PFR) of Maldives. All financial transactions will be recorded in the SAP system. Annual budget allocations for project, as well as for schools are approved by Parliament.

19. **Internal Audit.** In addition to the annual financial statements audit, the Project will be subjected to an internal audit. It is envisaged that the internal audit of the proposed project will be carried out by the internal audit unit of the MoE. The internal auditor will assess whether the funds have been disbursed on a timely basis and used effectively and efficiently for intended purposes. The internal audit will also examine the physical and qualitative aspects of the assets constructed or procured under the project. The MoE will share the internal audit reports with the Bank within 60 days of end of each quarter.

20. **External Audit.** The annual financial statements of the project will be prepared by the MoE and audited by the Auditor General’s Office of Maldives. This is the supreme audit institution of the country and ensures full transparency and provides reasonable assurance to all the stakeholders on the use of project funds. The external audit will cover project activities carried out by all agencies and all payments made from project funds. The external audit will be conducted every financial year, and the final audit report will be submitted within 6 months of the end of the financial year. The MoE is responsible for the timely submission of the annual audited financial statements to the Bank.

21. **Audit Reports.** The following audit report will be monitored in the Bank’s Audit Reports Compliance System in PRIMA. According to the Bank’s Access to Information Policy, the audit reports received by the Bank for the project will be disclosed in the Bank’s external Website for public access.
### Table 1.2: Audit Report

<table>
<thead>
<tr>
<th>Implementing Agency</th>
<th>Audit Report</th>
<th>Auditor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MoE</td>
<td>Project Annual Financial Statements</td>
<td>Auditor General of Maldives</td>
<td>June 30 each year</td>
</tr>
</tbody>
</table>

22. **Financial Covenants.** The Financial covenants that are reflected in the DFIL are: (i) Audited annual project financial statements to be submitted to the Bank no later than six months of the following fiscal year; and (ii) Consolidated project IUFRs to be submitted to the WB no later than 45 days following the end of the reporting quarter.

23. **Funds Flow/ Disbursements:** Disbursements will be report-based using Interim Unaudited Financial Reports (IUFRs). Designated Account (DA) in US dollar will be set up at MMA for the MoE to receive funds from the Bank. Advances to the DA will be made based on six months projected expenditure and these funds will be solely used to finance eligible expenditure. Actual expenditure incurred will be tracked and recorded in the IUFR prepared by MoE and will be submitted quarterly to WB within 45 days of end of each quarter. The relevant withdrawal application containing the request of IDA funds and documentation of expenditure will need to be prepared by the MoE and submitted to the WB for disbursements along with the IUFR on a regular basis using the WB electronic disbursement system.

24. **FM arrangement for school-based grants:** MoE will release grants to schools supported under the project for Quality Assurance and Teacher Improvement Grants (QA-TIG). The grants will be deposited in a trust account opened at the MoF and managed by schools. Schools will maintain separate books & records for the grant expenditures incurred using the Project funds in order to track expenditures. Schools will use funds in the Trust Account to finance eligible expenditures and the school leadership team will provide their no objection to the interventions to be carried out using grant funds. Schools will follow applicable government financial regulations in carrying out financial transactions and will report to MoE monthly. All financial transactions will be recorded in SAP. Schools will report on the expenditure incurred from the grant funds received under this Project to the MoE monthly, and this will be captured in the consolidated IUFR that the MoE submits to the Bank. Financial reporting arrangements for the project including school-based QA-TIG grants are detailed out in the Operations Manual. Transactions carried out under the QA-TIG will be subject to internal and external audits. Internal audit will be carried out by the internal audit unit of the MoE and the external audit will be carried out by the Auditor General of the Maldives.
25. **Disbursement Categories.** WB will finance 100 percent of eligible expenditures including taxes, for goods, works, non-consulting services, consulting service, technical assistance, training and workshops, and incremental operating costs of the project. The GoM will be expected to fund the salaries and allowances of its civil servants who would be working for the project.

26. The proceeds of the WB credit will be disbursed against eligible expenditures in the following categories to the MoE:

**Table 1.3: Disbursement Categories**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount of Financing Allocated (in USD Million)</th>
<th>Percentage of Expenditures to be Financed (including taxes &amp; duties)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Goods, works, non-consulting services, consultants’ services and technical assistance, Training and workshops and conferences, and Incremental Operating Costs</td>
<td>2.5</td>
<td>100%</td>
</tr>
<tr>
<td>(2) Quality assurance and teacher improvement grants</td>
<td>0.6</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>3.1</td>
<td>100%</td>
</tr>
</tbody>
</table>
27. **Accounting System**: Operation of an accounting system that will facilitate generation of expenditure reports by budget classification thus enabling comparison with the budget and effective monitoring of expenditure may be considered during implementation of the project. It is advised that a separate chart of accounts be established for the proposed project that enables separate accounting and reporting. The project may adopt a simplified computer-based accounting system as required.

28. **Incremental Operating Costs (IOC)** will include the normal expenditures of the project such as reasonable costs of goods and services required for the day-to-day implementation of the Project including maintenance of vehicles and equipment, fuel, office supplies, utilities, consumables, office rental and maintenance, bank charges, advertising expenses, travel of staff (including per diems, accommodation), and salaries of selected contracted staff, but excluding salaries and salary top ups of officials of the Recipient's civil service.

29. **Implementation Support Plan**: The project is given the risk rating of “moderate” from a FM perspective, consistent with a risk-based approach to FM supervision, a substantial portion of the supervision activities will consist of: desk reviews of internal and external audit reports including verifying the adequacy of the resolution of major audit observations, reviewing quarterly financial reports, supplemented by dialogue with the project staff as needed, especially in the initial years. The supervision activities will include an FM supervision mission at least once in every six months. Other Financial Management supervision tools and resources such as transaction reviews, site visits, will be used to periodically monitor the adequacy of Financial Management systems.

**Procurement Arrangements**

30. The World Bank fiduciary team carried out a fiduciary assessment basically on three tiers: country, sector, and proposed Implementing Agency through which the potential risks have been outlined and also the mitigation measures to overcome those risks.

31. Procurement in Maldives is by and large governed by the Public Finance Regulations (PFR) 2017 which is issued in accordance with section 49 of the Law on Public Finance (3/2006) and under the authority of the Ministry as instructed by the President Office. However, it does not comprehensively address the rules applicable to all entities—More precisely the State-Owned Enterprises (SOEs) which may require close scrutiny by the Bank depending on the case.

32. The Maldives is one of the smallest countries in Asia and the Pacific in terms of population and land area. Like other small island developing countries, the Maldives experiences specific problems that arise due to its size and other external factors. Its small size means that the country is undiversified across economic sectors and lacks productive land and natural resources other than fisheries. The dispersion of its islands has resulted in diseconomies of scale, high transport costs, a limited internal market, heavy dependence on imports, and vulnerability to exogenous economic and financial shocks. These inherent problems of the country may pose a risk during implementation.

33. Based on the findings of the procurement assessment and experience through the previous engagements with the country and the sector, the following issues have been identified and the mitigation measures have also been proposed to circumvent the risks;
### Table 1.4. Risks and Mitigation

<table>
<thead>
<tr>
<th>Risk Description</th>
<th>Description of Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient knowledge on Procurement Regulations and limited experience of the</td>
<td>• Strengthen the MoE with procurement skills to carry out procurement and the expected</td>
</tr>
<tr>
<td>staff who handle procurement.</td>
<td>advisory and monitoring functions.</td>
</tr>
<tr>
<td></td>
<td>• Hiring of a dedicated project officer to support implementation with procurement skills</td>
</tr>
<tr>
<td></td>
<td>to support the MoE.</td>
</tr>
<tr>
<td></td>
<td>• Agreeing on the procurement section in the POM by negotiations.</td>
</tr>
<tr>
<td>Limited availability of procurement professionals in the country and high staff</td>
<td>• A well-structured capacity-building program will be designed covering all the tiers</td>
</tr>
<tr>
<td>turnover in procurement.</td>
<td>involved in procurement. Their knowledge and capacity will be strengthened. The capacity</td>
</tr>
<tr>
<td></td>
<td>at the MoE would also be strengthened to disseminate know-how and operational aspects to</td>
</tr>
<tr>
<td></td>
<td>the tiers involved in procurement.</td>
</tr>
<tr>
<td>Although planning processes are in place and time schedules are realistic, the</td>
<td>• Implementation of appropriate procurement planning mechanisms and diligent monitoring</td>
</tr>
<tr>
<td>absence of technology support has adversely affected effective monitoring.</td>
<td>through the World Bank’s STEP.</td>
</tr>
<tr>
<td>Limited availability or lack of knowledge of appropriate standard documents</td>
<td>• Preparation, review, and agreements will be reached regarding acceptable standard</td>
</tr>
<tr>
<td>particularly for small-value activities.</td>
<td>documents before project effectiveness.</td>
</tr>
</tbody>
</table>

### Assessment of the MoE/MoHE and Schools capacity

34. The project has identified MoE as the main implementing body and the Ministry will be strengthened with technical assistance for implementation and monitoring and evaluation. The MoHE is also identified as a supporting agency nevertheless no procurement will be directly handled by MoHE. The procurement functions will be handled by the MoE. The agencies have had operational engagements with the Bank thus are familiar with the Bank procurement procedures. Once the staff are fully on board the Bank will provide capacity enhancement support to overcome the implementation challenges during implementation through structured training and workshops.

### PPSD outcome

35. The MoE has compiled the first draft of the Project Procurement Strategy for Development (PPSD) outlining the procurement strategy for the project. PPSD discusses the past experience and current market risks and suggests innovative solutions to potentially complex procurement issues. The Procurement Plan (PP) encompassing the activities for the first 18 months has been derived based on PPSD analysis.

### Procurement Regulation and the Categories

36. Procurements which will be carried out by the MoE will be done in accordance with the ‘World Bank Procurement Regulations for IPF Borrowers’ (Procurement in Investment Project Financing- Goods, Works, Non-Consulting, and Consulting Services, July 2016 Revised November 2017 and August 2018) introduced by the World Bank under the Procurement Framework (hereafter referred to as the ‘Procurement Regulations’) and the provisions stipulated in the Financing Agreement. For procurement under the project, the MoNPI has developed the Procurement Arrangements (to be included in the POM), conforming to the
World Bank’s Procurement Framework, and acceptable to the World Bank. In case of any inconsistency between the procurement arrangements and the World Bank’s Procurement Framework (revised 2018), the latter shall prevail.

**Procurement of Works**

37. The PPSD does not forecast any Works activities in the project.

**Procurement of Goods**

38. There are no large value Goods or Non-Consulting Services procurement in the project. Mostly the Goods procurement in the project envisages procurement of text books and other learning materials and will follow Open International Competitive bidding as it is difficult to source local suppliers in the country for specialized Goods.

**Selection of Consultants**

39. There are few consultancies forecasted in the PPSD which are mainly required to carry out the Goods activities thus have to be synchronized appropriately;
   - Monitoring and Evaluation Specialist
   - Implementation Specialist

40. Some of these activities may qualify for national competition however the expertise may be scarce in the local market. There are enough players in the international market therefore it is recommended to explore the international market depending on the case.

41. There will be few Individual Consultancies that are required in the early stages of the preparation such as the Project Officer-Project Implementation, Procurement, Finance and M & E.

**Incremental Operating Cost**

42. This includes the reasonable cost incurred by the borrower for the purposes of managing and supervising the project. This will capture project implementation costs and related other costs of a recurring nature.

**Ineligible Expenditures**

43. All expenditures envisaged under the project cost estimates are subject to the World Bank’s conflict of interest, eligibility, and fraud and corruption principles. Any expenditure incurred that is not in accordance with the said conditions during the project cycle will be financed from the Governments’ own resources.

**Procurement Plan and STEP**

44. The Bank procurement plan tracking tool STEP (Systematic Tracking of Exchanges in Procurement) is in place to prepare and submit the procurement plans for the Bank’s review and no objection, and to communicate various other procurement-related transactions with the Bank. The activities which will be carried out by the MoE will be reflected in the PP and submitted to the Bank for clearance before those are implemented. The PP will be updated periodically and as required, to reflect the actual project implementation needs in agreement with the World Bank.

45. The PP reflects the procurement methods or consultant selection methods, the need for
prequalification, estimated costs, prior review requirements, and time frame for each activity. The PP will be updated on bi-annual basis in agreement with the World Bank task team, or as required to reflect the actual project implementation needs and improvements in institutional capacity.

46. Initial PP has been prepared by the MoE encompassing the activities planned under retroactive financing in STEP and this will be extended to cover the first 18 month of project implementation by negotiations. The first PP will be approved by the Bank in STEP at negotiations.

47. Relevant MoE staff will be provided with the required training on the procurement system once the staff are on board.

**Operations Manual and the Procurement Section**

48. The GoM procurement procedures will be clearly identified in a procurement chapter of the POM, which will be appraised and reviewed by the World Bank. The detailed PPSD will also be annexed to the OM. The OM will be reviewed regularly and updated to meet the project needs in consultation with the World Bank. Under these arrangements, the MoE is fully responsible for the entire procurement cycle, from preparation of bidding document and invitation to contract signing and contract management for procurement under the project. The MoE will ensure timely procurement according to the PP prepared by the project or according to the annual action plan.

**Disclosure**

49. The following documents shall be disclosed on the MoE website (that is, the project web page): (a) PP and updates, (b) specification for goods and equipment as soon as these are prepared, (c) invitation for bids for goods and NCS for all (national and international) as well as Request for Quotation method, (d) request for expressions of interest for selecting/hiring of consulting services, (e) contract awards of goods and NCS procured using Open International Competitive Procurement (OICP) and Open National Competitive Procurement (ONCP) procedures, (f) list of contracts/purchase orders placed by the MoE using shopping procedure on a quarterly basis, (g) short list of consultants, (h) contract award of all consultancy services including individual consultants, (i) list of contracts following Direct Selection on a quarterly basis, and (j) action taken report on the complaints received on a half-yearly basis.

50. The following details will be provided to the World Bank for publishing on the United Nations Development Business website: (a) invitation of bids for the procurement of goods and NCS using Open International Competitive Procurement (OICP) procedures; (b) request for expressions of interest for consulting services with estimated cost greater than US$200,000; (c) contract award details for all procurement of goods and NCS using Open International Competitive Procurement (OICP) procedure; (d) contract award details for all consultancy services with estimated cost more than US$200,000; and (e) the list of contracts/purchase orders placed following Direct Selection or Selection based on the Consultants’ Qualifications (CQS) procedures on a quarterly basis.

**Methods of Procurement**

51. The procurement methods indicated in table 1.5 will be used for procurement under the project. Appropriate thresholds applicable to projects with a ‘Moderate risk’ rating have been provided.
Table 1.5. Procurement Methods to Be Used in the Project-Moderate Risk

<table>
<thead>
<tr>
<th>Expenditure Category</th>
<th>Contract Value (threshold)</th>
<th>Procurement Method</th>
<th>Contracts/ Processes Subject to Prior Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goods</td>
<td>≥US$100,000</td>
<td>Open International</td>
<td>All contracts over US$750,000</td>
</tr>
<tr>
<td></td>
<td>&lt;US$100,000</td>
<td>Open National</td>
<td>All contracts subject to post review</td>
</tr>
<tr>
<td></td>
<td>≤US$25,000</td>
<td>Quotation</td>
<td>All contracts subject to post review</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>Direct Selection</td>
<td>All contracts over US$750,000 or as agreed in the PP</td>
</tr>
<tr>
<td>Consulting Services (firms)</td>
<td>≥US$200,000</td>
<td>All competitive methods except CQS (Advertise internationally)</td>
<td>All contracts above US$400,000</td>
</tr>
<tr>
<td></td>
<td>&lt;US$200,000</td>
<td>All competitive methods (Advertise locally)</td>
<td>All contracts subject to post review</td>
</tr>
<tr>
<td></td>
<td>&lt;US$300,000</td>
<td>CQS</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>Direct Selection</td>
<td>All contracts above US$400,000 or as agreed in the PP</td>
</tr>
<tr>
<td>Individual consultancies</td>
<td>—</td>
<td>Individual Consultant</td>
<td>All contracts over US$75,000</td>
</tr>
<tr>
<td></td>
<td>—</td>
<td>Individual Consultant-Direct Selection</td>
<td>All contracts over US$75,000 or as agreed in the PP</td>
</tr>
</tbody>
</table>
## Table 1.6. Summary of Borrower’s Plan or Key Procurement Activities

<table>
<thead>
<tr>
<th>Contract Title, Description and Category</th>
<th>Estimated Quantity</th>
<th>Estimated Cost US$ and Risk Rating</th>
<th>Bank Oversight</th>
<th>Procurement Approach/Competition:</th>
<th>Evaluation Method</th>
<th>Related Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learning Materials for Schools Year 1 (Goods)</td>
<td>For 93 schools</td>
<td>100,000 Substantial</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>English Language Learning Materials for Schools Year 2 (Goods)</td>
<td>For 93 schools</td>
<td>100,000 Substantial</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>English Language Learning Materials for Schools Year 3 (Goods)</td>
<td>For 93 schools</td>
<td>100,000 Substantial</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Mathematics Learning Materials for Schools Year 1 (Goods)</td>
<td>For 93 schools</td>
<td>100,000 Substantial</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Mathematics Learning Materials for Schools Year 2 (Goods)</td>
<td>For 93 schools</td>
<td>100,000 Substantial</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
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</tr>
<tr>
<td>Mathematics Learning Materials for Schools Year 3 (Goods)</td>
<td>For 93 schools</td>
<td>100,000 Substantial</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Dhivehi Learning Materials for Schools Year 1 (Goods)</td>
<td>For 93 schools</td>
<td>25,000 Moderate</td>
<td>Post Review</td>
<td>Open National</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Quantity</td>
<td>Cost</td>
<td>Review Stage</td>
<td>Access</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
<td>--------</td>
<td>--------------</td>
<td>--------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Dhivehi Learning Materials for Schools Year 2 (Goods)</td>
<td>93 schools</td>
<td>25,000 Moderate</td>
<td>Post Review</td>
<td>Open National</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Dhivehi Learning Materials for Schools Year 3 (Goods)</td>
<td>93 schools</td>
<td>25,000 Moderate</td>
<td>Post Review</td>
<td>Open National</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Dhivehi Learning Materials for Schools Year 4 (Goods)</td>
<td>93 schools</td>
<td>25,000 Moderate</td>
<td>Post Review</td>
<td>Open National</td>
<td>Related Criteria</td>
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</tr>
<tr>
<td>Deepening Inclusive Learning Materials for Schools Year 2 (Goods)</td>
<td>20 schools</td>
<td>40,000 Moderate</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Deepening Inclusive Learning Materials for Schools Year 3 (Goods)</td>
<td>20 schools</td>
<td>40,000 Moderate</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
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<tr>
<td>Deepening Inclusive Learning Materials for Schools Year 4 (Goods)</td>
<td>20 schools</td>
<td>20,000 Moderate</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>ESQID: Alternative Learning Pathway, Recommendations and Report (Consultant)</td>
<td>1 Consultant</td>
<td>30,000 Moderate</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Strengthening Teacher Education (Materials) MNU and IUM Year 2 (Goods)</td>
<td>2 universities</td>
<td>25,000 Moderate</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
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<tr>
<td>Strengthening Teacher Education (Materials) MNU and IUM Year 3 (Goods)</td>
<td>2 universities</td>
<td>25,000 Moderate</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
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<tr>
<td>Strengthening Teacher Education (Materials) MNU and IUM Year 4 (Goods)</td>
<td>2 universities</td>
<td>25,000 Moderate</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Strengthening Teacher Education (Materials) (Private HEI) Year 2 (Goods)</td>
<td>5 HEIs</td>
<td>25,000 Moderate</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Recipients</td>
<td>Value</td>
<td>Procurement Stage</td>
<td>Selection Process</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------</td>
<td>-----------</td>
<td>-------------------</td>
<td>-------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Strengthening Teacher Education (Materials) (Private HEI) Year 3 (Goods)</td>
<td>5 HEIs</td>
<td>25,000</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Assessments of Learning (Implementation of NALO and Technical Expertise for Design, Analysis and Report Writing) Year 1 (Consultant)</td>
<td>1 Consultant</td>
<td>25,000</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
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<tr>
<td>Assessments of Learning (Implementation of NALO and Technical Expertise for Design, Analysis and Report Writing) Year 2 (Consultant)</td>
<td>1 Consultant</td>
<td>40,000</td>
<td>Post Review</td>
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<tr>
<td>Assessments of Learning (Implementation of NALO and Technical Expertise for Design, Analysis and Report Writing) Year 3 (Consultant)</td>
<td>1 Consultant</td>
<td>25,000</td>
<td>Post Review</td>
<td>Open International</td>
<td>Related Criteria</td>
<td></td>
</tr>
<tr>
<td>Implementation, Monitoring and Evaluation Specialist (Consultant)</td>
<td>1 Consultant</td>
<td>97,000</td>
<td>Post Review</td>
<td>Open National</td>
<td>Related Criteria</td>
<td></td>
</tr>
</tbody>
</table>
ANNEX 2: Student Enrolment in Primary and Foundation Stage Education for LAMP Atolls

<table>
<thead>
<tr>
<th>Atoll</th>
<th>Primary</th>
<th></th>
<th></th>
<th>Foundation</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Both</td>
<td>Male</td>
<td>Female</td>
<td>Both</td>
</tr>
<tr>
<td>Alif Alif</td>
<td>543</td>
<td>495</td>
<td>1,038</td>
<td>241</td>
<td>195</td>
<td>436</td>
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<tr>
<td>Alif Dhaalu</td>
<td>683</td>
<td>613</td>
<td>1,296</td>
<td>299</td>
<td>281</td>
<td>580</td>
</tr>
<tr>
<td>Faafu</td>
<td>377</td>
<td>400</td>
<td>777</td>
<td>175</td>
<td>149</td>
<td>324</td>
</tr>
<tr>
<td>Kaafu</td>
<td>854</td>
<td>779</td>
<td>1,633</td>
<td>352</td>
<td>331</td>
<td>683</td>
</tr>
<tr>
<td>Laamu</td>
<td>1,052</td>
<td>961</td>
<td>2,013</td>
<td>330</td>
<td>291</td>
<td>621</td>
</tr>
<tr>
<td>Noonu</td>
<td>900</td>
<td>843</td>
<td>1,743</td>
<td>352</td>
<td>337</td>
<td>689</td>
</tr>
<tr>
<td>Raa</td>
<td>1,254</td>
<td>1,203</td>
<td>2,457</td>
<td>586</td>
<td>553</td>
<td>1,139</td>
</tr>
<tr>
<td>Shaviyani</td>
<td>1,044</td>
<td>1,047</td>
<td>2,091</td>
<td>371</td>
<td>308</td>
<td>679</td>
</tr>
<tr>
<td>Male’</td>
<td>7092</td>
<td>6,564</td>
<td>13,656</td>
<td>268</td>
<td>223</td>
<td>491</td>
</tr>
<tr>
<td>Gaafu Alifu</td>
<td>177</td>
<td>170</td>
<td>347</td>
<td>58</td>
<td>60</td>
<td>118</td>
</tr>
<tr>
<td>Gaafu Dhaalu</td>
<td>261</td>
<td>217</td>
<td>478</td>
<td>63</td>
<td>51</td>
<td>114</td>
</tr>
<tr>
<td>Seenu</td>
<td>57</td>
<td>53</td>
<td>110</td>
<td>268</td>
<td>25</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14,294</strong></td>
<td><strong>13,345</strong></td>
<td><strong>27,639</strong></td>
<td><strong>3,363</strong></td>
<td><strong>2,804</strong></td>
<td><strong>5,915</strong></td>
</tr>
</tbody>
</table>
ANNEX 3. UNICEF Education Program

The focus in the UNICEF Education program emphasizes inclusive and alternative education for the most disadvantaged and vulnerable children and adolescents, consistent with government education policies and priorities of addressing the poor quality of education at all levels.

In addition, support is being provided to MOE to operationalize school improvement and the quality assurance and accountability framework (SIQAAF) and to strengthen implementation and monitoring of an inclusive, child-and gender-sensitive competency-based curriculum. Also, the program focuses on operationalizing an alternative education system for the most vulnerable children, including children out of school.

Under Strengthening implementation of the new National Curriculum, support is provided to review the national curriculum, strengthen early grade literacy and mathematics through training of teachers and development of the National Literacy and Mathematics Strategy. Support was provided to strengthen quality assurance interventions such as school reviews across the country to assess compliance with the SIQAAF and for identification of the most underperforming and disadvantaged schools in the country. Major support is being provided to develop and strengthen the Maldives Education Information Systems (MEMIS) and development of MOE capacity for the implementation of the MEMIS. Finally, UNICEF focuses on strengthening inclusive education and have so far supported the revision of the inclusive education policy along with undertaking a capacity needs analysis and capacity development plan for the area of inclusive education. Interventions in partnership with NGOs were supported to address social norms that hinder inclusion of children with disabilities in communities and in schools.
## ANNEX 4: LAMP Budget Allocation by Program Component

<table>
<thead>
<tr>
<th>Component/Subcomponent</th>
<th>Total Allocation by Component/ Sub-component</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Strengthening Curriculum Implementation</td>
<td>1,260,000</td>
</tr>
<tr>
<td>1.1 Improving Learning Outcomes in Key Subjects for Foundation and Primary Education</td>
<td></td>
</tr>
<tr>
<td>1.2 Assisting Children with Special Education Needs (SEN) and Providing Alternative Learning Pathways for At Risk Students</td>
<td>1,000,000</td>
</tr>
<tr>
<td><strong>2</strong> Improving Teacher Education and Development</td>
<td>675,000</td>
</tr>
<tr>
<td>2.1 Improving School-based Professional Development of Teachers</td>
<td>300,000</td>
</tr>
<tr>
<td>2.2 Strengthening Pre-Service Teacher Education</td>
<td>375,000</td>
</tr>
<tr>
<td><strong>3</strong> Advancing the Measurement of Student Learning and School Performance</td>
<td>780,000</td>
</tr>
<tr>
<td>3.1 Modernizing Learning Assessments</td>
<td>315,000</td>
</tr>
<tr>
<td>3.2 Strengthening Quality Assurance for Learning</td>
<td>465,000</td>
</tr>
<tr>
<td><strong>4</strong> Coordination, Monitoring, Policy Analysis and Technical Assistance</td>
<td>385,000</td>
</tr>
<tr>
<td>4.1 Implementation, Monitoring and Evaluation</td>
<td>97,000</td>
</tr>
<tr>
<td>4.2 MEMIS</td>
<td>40,000</td>
</tr>
<tr>
<td>4.3 Coordination and Management</td>
<td>58,000</td>
</tr>
<tr>
<td>4.4 Technical Assistants</td>
<td>120,000</td>
</tr>
<tr>
<td>4.5 Research and studies on SBPD and QA Effectiveness. Expenses will mainly be for data collection, analysis and report writing. No consultants needed.</td>
<td>70,000</td>
</tr>
<tr>
<td><strong>World Bank Implementation Support</strong></td>
<td>400,000</td>
</tr>
<tr>
<td>Operational staff</td>
<td>180,000</td>
</tr>
<tr>
<td>Missions, technical expertise and stakeholder consultations</td>
<td>190,000</td>
</tr>
<tr>
<td>Implementation completion report</td>
<td>30,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,500,000</td>
</tr>
</tbody>
</table>