

**DEVELOPMENT AND OPERATION OF A JUNIOR COLLEGE
WITH STUDENT ACCOMODATION BLOCK**

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Contents

Background	3
Rationale	3
Objectives	4
Proposed Modality	5
Public Private Partnership Model	5
Introduction	6
Development of Institutions	6
Land Acquisition	6
Land Area	7
Proposed Agreement Period	7
Benefits / Revenue Streams	8
Structure and Facilities	9
Accommodation Block	10
Curriculum	11

Background

The education system of the Maldives has prospered over the last 50 years. Maldives has universalized primary education. However, this success is not reflected across secondary, higher secondary and higher education. In 2018, 4007 students were enrolled in lower Secondary education from 57 schools. This is approximately 78% of the total number of students who completed their GCE Ordinary Level, which was 5125 in 2018. Of these, only 35% move on to pursue Higher Secondary education. The mean age of O' Level and A Level graduates 16 and 18 respectively. The low enrollment rate in Higher Secondary education means that there is a large percentage of youth who are 'Not in Education, Employment or Training '(NEET). This is further supported by the high youth unemployment rate of 30%. One apparent reason for the NEET gap is the limited education and training opportunities available for youth between ages 16 and 18.

Rationale

The high concentration of education and training opportunities in a few regions, a limited accessibility to Higher Education and training to a large number of youths, especially in the outer islands, and the high rate of youth unemployment demands immediate attention. The purpose of this concept paper is to provide a solution to the problems identified and reduce the rise in NEET rate amongst young people.

Objectives

The objectives of establishing a junior college system in the Maldives are;

- To provide holistic and equitable quality education and training for the target group.
- To nurture a global-model citizen, who acquires knowledge, skills, values and attitudes to thrive and actively participate in community building.
- To offer a supportive environment for the target group to develop their talents, both academically and non-academically.
- Reduce the proportion of youth 'Not in Education, Employment or Training' (NEET)
- Optimize the use of resources and facilities available in the regions and increase accessibility to higher education and training opportunities for the target group, especially in the outer islands.
- To create opportunities to acquire skills especially to young population relevant to current and emerging employment market needs.

Proposed Modality

Proposed model for the development and operation of Junior College is Public-Private Partnership model, whereby private partners will play a vital role in the development, running and operation of the institutes.

Public Private Partnership Model



Under the Public-Private Partnership (PPP) model, the private partner/investor (an industry representative) may use their name/business name in running of its operations. Investor may propose to build commercial areas and conduct business activities that are relevant to an education institute setting (eg: business support services or activities relevant to practical trainings or internships required for the students etc) within the campus area. These Commercial activities are meant for additional revenue generation, in order to support sustainability of the business operations.

Under this agreement, the private partner will develop the physical infrastructure and facilities to run its academic and administrative operations in a profitable model, while utilizing the given land and facilities for revenue-generation.

The role of the government under the PPP model will be to set minimum required standards, regularly inspect and monitor facilities and operation, and provide sponsorship to students (as tuition fees).

Introduction

- Junior college is envisioned with co-academic excellence and vocational training for secondary school leavers and students aged 16-21 years.
- There are two learning pathways for Junior Colleges. Pathway one allows students to enroll for A' levels and pathway two will enable students to enroll for a Certificate level 4 program.
- Selected 'A' Levels subjects, and higher education programs up to Advanced Certificate (Up to Level 4) will be taught at these institutes providing students with the knowledge and skills needed for the current and emerging market. Students graduating from Junior College will be eligible for employment in the relevant industries. The Graduates from Junior College are further eligible for higher education programs.

Development of Institutions

Land Acquisition

The government will provide land/facility for long term use under the PPP model. Ministry of Higher Education (**MoHE**) shall secure and provide plots from selected islands for the development of Junior Colleges. No rental fee would be charged for the land plot.



Land Area

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Plot area available for the construction and development of Junior College and Accommodation Block is *approximately* **86,000** square feet (sq. ft). Under the Public-Private Partnership model, the private partner (an industry representative) may utilize the land area for other revenue generating options, provided that it does not affect the primary goals of these institutes and shall be approved from MoHE

Proposed Agreement Period

Proposed lease period is **25-30** years. The duration of lease is negotiable, can extend up to 50 years.

Benefits / Revenue Streams

- ✓ No rental fees will be charged from the private party for the acquired land plot.
- ✓ MoHE to provide a developed design (concept design and detailed design/drawing) for the development of Junior College with Accommodation Block. Detailed design will provide sufficient information for applications for statutory approvals (such as building regulations approval) to be made, thus eliminating the need for design works and associated costs. This shall in no way limit interested party's choice to propose their very own concepts, design or additional facilities to the design. Private party may choose to propose new concept/detailed designs or modify the existing design with approvals from MoHE.
- ✓ Course fees for the pre-approved programs enrolled by local students' will be paid by the government.
- ✓ Additional courses and workshops can be conducted as additional revenue streams. These programs can vary from short courses or workshops to more advanced programs.
- ✓ Investor may propose commercial establishments and business activities that are relevant to an education institute setting (eg: business support services or activities relevant to practical trainings or internships required for the students) within the campus. These Commercial activities are meant for additional revenue generation, in order to support sustainability of the business operations.
- ✓ Private parties may propose their own terms as they deem fit in the development and operations of Junior College as long as the primary requirements are met. Such terms shall be agreed upon with MoHE at the agreement stage.

Social Benefits

These institutes are expected to further expand the higher education opportunities for the youths and adults, especially within the outer islands of Maldives. The establishments will create opportunities to acquire skills relevant for the current and emerging employment market needs, especially to young population and the community as a whole, thus reducing the proportion of youth 'Not in Education, Employment or Training' (NEET). Additionally, new job opportunities will be created in the island, which in turn bring in more revenue, thus enriching the lives of people. These institutes are further expected to benefit the established businesses directly and indirectly with a significant number of student population enrolling from other islands each year.

Structure and Facilities

The Junior Colleges are to be developed in places where government educational institutions do not exist with the rationale of not duplicating government resources. The junior college will also function as a center for co-academic excellence and vocational training. Hence,

- The college will have library facilities to encourage research-based learning and establish a reading culture.
- An auditorium for a multi-media experience and for group events.
- The college will have a sports center that would provide an avenue to the students for participating in sports events and help them remain physically fit.
- Given the fact that the college seeks to develop analytical and research skills of the students with an integral AI component, An ICT lab would be established.
- The college will also institutionalize a counselling center that would provide the students with guidance, motivation and instructions on issues concerning academics, career prospects and personality development.

College facilities listed below intends to provide a basic idea about the facilities in a college setting and shall in no way limit any interested party's choice to propose additional facilities or to provide their very own structure or facilities in the development. Private parties are advised to have their very own concepts and designs integrated in the development as long as the primary requirements of the institute facilities are met. There can be modifications to the facilities listed below.

Class-rooms and other academic areas could be kept similar to a typical College setting.

College Facilities
Classrooms (capacity for 20 students)
Science Lab ('A' Level Science - separate storage areas for equipment) – compulsory
ICT Lab
Student Service center
Administration Services
Main Staff Room (Academic Staff Area)
Sports Hall /Gym / Entertainment (can be customized and provided at any scale)
Conference/ Seminar Hall
Library
Meeting Rooms/Study Rooms
Wash rooms - men
Wash rooms - Women
Security / Maintenance
Storage Facility

'A' Level Science Lab is however compulsory to conduct 'A' Level courses. Interested parties may propose any adequate (own designs) set-up for laboratories to conduct vocational training programs. ICT laboratory is essential to conduct ICT programs.

The college will also be equipped with Vocational and training facilities for vocational development and skill-based courses to provide on hand practical based training for the students.

Below are proposed vocational training areas. Additional training areas can be added as deem fit by the private party.

Technical / Vocational Training Areas
Travel and Tourism
Hospitality and Culinary Arts
Horticulture (Optional)
Crop and livestock production (optional)
Environmental Protection Technology (optional)

Open Area space is needed for sports courts, landscaping and outdoor activities in vocational training that may require outdoor space (e.g.: Agricultural and Construction activities)

Open Area (No construction Needed)
Multi-game court (for different sports)
Land Scaping / canopy
Futsal pitch (optional)
Open Space for Agriculture & Gardening Activities

Accommodation Block

Junior college has been envisioned as a holistic project offering boarding and lodging facility to students. As the course requires on campus presence of students, all through the course, the boarding facility can be established within in campus aiming to accommodate at least 100 students.

Private parties may propose their very own concept/design and facilities to cater for the lodging services.

Accommodation Block (100 students)
Single or sharing rooms attached toilets
Common Room/Area - optional
Toilets (accessible from outside)- for visitors (optional)
Kitchen / Mess Hall
Cafeteria (Dine-in and/or food delivery services)
Daily goods shop (Convenience Shop) - optional
Prayer Hall
Storage / Maintenance area
Hostel Management office
Security
Study rooms - optional
Support Services (laundry, food delivery etc)

Curriculum

There are two learning pathways for Junior Colleges. Pathway one allows students to sit for A' level examinations, after which they would be able to apply for a Diploma or a Degree program elsewhere. The College will mainly offer A Level subjects that are currently not offered in the normal 'A' Level schools; these will include subjects such as different Languages, Creative Arts and ICT related subjects. Under this pathway, students will take Dhivehi, Islam, two subjects from the academic stream and one from the vocational/technical stream.

Pathway two will enable students to sit for a Certificate level 4 examination, after which they would be able to access higher education and/or skills development programs. Core modules of language, mathematics, applied ICT and life skills will be taught in all Certificate level programmes. In addition, two modules from the selected vocational/technical strand and one module from an additional vocational/technical strand will be selected under this pathway.

The programs will be delivered via workshops and seminars, and active, inquiry-based and experiential learning strategies will be utilized. Mentorship will be provided to the students, and industry practitioners will be involved in teaching and learning. Community engagement will play a vital role in the delivery of the programs.

Technical and Vocational programs can be conducted in the areas of

- Hospitality and Culinary Arts
- Travel and Tourism
- Other vocational areas