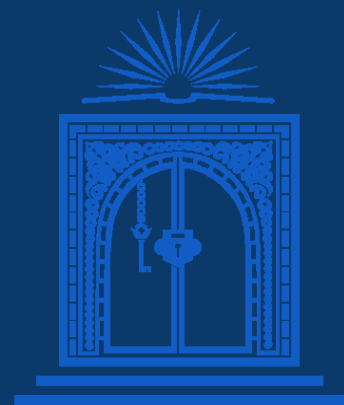




Maldives College of Higher Education

STRATEGIC PLAN

2000 – 2005



މާލdives ހިތްވަރު ދަރިވަރުންނަށް ދެއްވާ ފުރުޞަތު

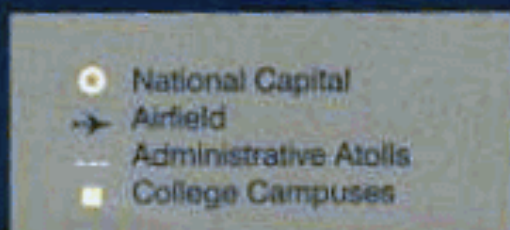
MALDIVES COLLEGE OF
HIGHER EDUCATION



Contents

- 1. Introduction
- 7. Strategic Overview of the College
- 14. Institutional Realities
- 16. The External Environment
- 20. Goals and Strategies

CAMPUSES OF MALDIVES COLLEGE OF HIGHER EDUCATION



77°E

74°E

MCHE

Strategic Plan

2000 – 2005

Approved by the Interim College Council, 8th June 2000

Introduction

All the institutes, centres and other divisions comprising the Maldives College of Higher Education (MCHE) already have strategies for future development. They range from fuzzy conceptions and vague sense of intentions to, in a few cases, master plans. Most are in the mind of the individual faculty members; few are in writing.

By formulating an overall strategic plan, the College hopes that a common course for efforts and activities is delineated for the College community in order to focus the resources of the institution towards a shared purpose.

It is a strategic time for strategic planning. The College is in the formative years. School leaving population is burgeoning. Overseas training opportunities are dwindling. Social, business and industry demand for post-secondary training is intense. Globally, tertiary education is undergoing wholesale changes. Popular interest in vocationalism, mass enrolment, diminished public support and decreasing resources are some of them. Maldives is not insulated from these developments. At such a time, there is a tendency to imitate the passing educational fads and succumb to temporary concerns, and in doing so lose sight of the enduring and essential purpose of a College education. Therefore, it is timely to formulate a strategic plan to provide a constant reference and continuity for the College with its articulation of long-term enduring goals.

This strategic plan is derived from the discussions of the faculty at institute level, together with the vision of the institute heads and coordinated at the central administration. It is, therefore, the embodiment of the aspirations of all College staff. The plan provides a long-term direction to internal stakeholders and a general framework for the units of the College to use to ensure that all developments are synchronized to the overall direction of the College. Broad acceptance and participation of the plan is a precondition for success of planning. It is hoped that this document will motivate and galvanize the entire College community.

College Formation

The Maldives College of Higher Education (MCHE) came into being as a result of a presidential directive in accordance with the Law (Chapter 1, Official matters, *javiyani* 1/68, Article 2), with the advice of the Cabinet on October 1, 1998 to consolidate the existing institutions of post-secondary education.

The post-secondary education institutions evolved from the initiatives of a number of ministries to address their training needs in relation to their functions and activities. As a result, the education system at this level was fragmentary and uncoordinated. The certificate, diploma and other programmes were unstandardized. Without a national qualification framework, courses which suggest the same level, varied in terms of the time required to complete a qualification, entry level and grading. The institutions were unable to cater for the national training needs either in terms of the required number of graduates or the quality of training provided.

The formation of an umbrella organization was alluded to in the Fifth National Plan as well as the 1995 Education Sector Review. The World Bank Second Education and Training Project recommended that the new organization should be called a College and should have the responsibilities of determining policy in entry qualifications, staff appointment, course criteria, curriculum, accreditation and harmonization of policies and practices which existed in the multi-ministry affiliations.

The College was formed by the merger of Institute for Teacher Education (Ministry of Education), Institute of

Programme Profile

As of August 1999 disaggregated by gender (Female, Male)

IHCS

15+77	BTEC Diploma
17+56	Customer Relations
00+20	Tour Guiding
00+12	SIC Housekeeping
37+38	French
09+37	Japanese

IHS

54+00	Nursing Diploma
09+00	Medlab Diploma
11+04	Primary Health Diploma
13+10	Community Health
27+00	Nurse Aide
10+02	Pharmacy Assistant

IMA

33+23	University Entrance Diploma
59+57	AAT
41+33	Management Diploma
36+42	Management Certificate
25+19	IT Diploma
31+19	Foundation for Management
00+38	Island Administration
18+07	Clerical Staff Training

Programme Profile

As of August 1999 disaggregated
by gender (Female, Male)

... continued

ITE

107+28	Certificate in Primary Teaching (Dhivehi)
29+01	Certificate in Primary Teaching (English)
23+04	Certificate in Middle School Teaching

MITE

149	Technician's Courses
133	Skilled Worker's Courses
165	Other courses

MTC

84	Deck rating
53	Engine Rating
50	Basic Seamanship
65	Coastal Navigation
79	GMDSS
18	Engine Officers
25	Deck Officers
15	Basic Firefighting

Health Sciences (Ministry of Health), Institute of Hotel and Catering Services (Ministry of Tourism), Maritime Training Centre (Ministry of Transport and Civil Aviation), Institute of Management and Administration and Maldives Institute of Technical Education (Ministry of Planning, Human Resources and Environment). Since then, two other institutes had been formed: Tertiary Institute of Open Learning and Institute of Shareeah and Law.

A single national postsecondary institution was considered to offer a number of benefits: (a) improve standards, (b) higher standards would attract donor support, help to retain staff and attract more students, (c) facilitate rationalization of resources and the harmonization of administrative policies and practices, and (d) promote coordinated academic development. Further, a single institution would be able to maintain a more beneficial relationship with the stakeholder ministries and develop outreach programmes in a more coordinated manner.

The first five years of the College is the most significant period in setting the direction of the College and formulating policies and procedures to foster dynamism and enterprise. Several factors will increase the public demand for higher education. Among them are changing demographics and the global trend towards mass higher education. Strategic planning provides a constant reference for the College and offers continuity in its articulation of long-term goals.

Vision

MCHE will perform and be acknowledged as the outstanding academic institution of the nation and one of the finest in the region.

Strengthened by the quality of staff it attracts and stimulated by the capable students it enrolls, MCHE will be ever responsive to the needs of the Maldivian society. Its students, challenged by a relevant, action-oriented curriculum reflecting our Maldivian tradition and values, will be exemplars of community service and leaders of national development.

Enculturated in a milieu where scholarship and research are most valued, and high academic standards are guiding

principles, the College will be a centre of life-long learning for students and staff. In there the highest moral and ethical values will prevail, and individuals will be encouraged to develop their capabilities to their fullest and push their conceived limits of understanding and achievement.

Mission

The mission of the Maldives College of Higher Education is to serve people and society, to maintain, increase and diffuse knowledge useful for the community by educating responsible committed citizens to participate in solving island, national, and regional problems, and to preserve and assert cultural identity.

The above mission shares the enduring, traditional aims of institutes of higher learning: the creation, preservation and dissemination of knowledge, the pursuit of truth, a commitment to high standards of teaching, learning, scholarship and research, and enhancing the nation's intellectual, cultural, social and economic well-being. More specifically the mission of MCHE is

- to offer courses of higher education to all who can benefit it, especially those who have completed secondary education or equivalent at such levels of attainment appropriate to meet the special requirements of industry, commerce or any other section of the community;
- to promote and perform researches and investigations in the disciplines within the academic profile of the College and disseminate the results of these endeavours for the benefit of the national and international communities;
- to use the facilities and resources of the College to advance and develop knowledge and skills in the fields with which the College is concerned;
- to award certificates, diplomas and degrees in relation to the passing of examinations or otherwise in relation to the education and training provided by the College;
- to establish relationships and cooperation with relevant educational institutions both inside the country and abroad;
- to promote and promulgate Islamic Dhivehi values

- to do anything incidental or conducive to the performance of the preceding functions.

As the only tertiary education institution in the Maldives and one that is public-financed, MCHE recognizes its special obligation to play a key strategic role in improving the quality of life of our populace and advancing economic and environmental sustainability. Being the sole university-in-the-making, MCHE appreciates and commits itself to act as an engine of development and a repository of cultural knowledge. It is incumbent on all staff and students at all institutes, faculties, centres, divisions and sections to translate the College mission, objectives, and commitments into specific outcomes, to be achieved and measured in clearly-stated timescales and evaluated by reference to appropriate benchmarks.

Guiding Values

Shared purposes, core principles and common beliefs drive the decisions and actions of any institution. A set of guiding values direct and drive the vision, mission and the strategic plan of the College as well. These values undergird and support the foundations of the College.

1. Everything MCHE is or does must be centred on the Maldivian community, for without Maldives we would have no College, no students, nor staff, no reason to exist. MCHE was formed and is funded by the Government. Therefore, it is to our country, to our people that we must be responsible and responsive in all matters. We must not isolate ourselves from our community in the name of academic freedom or standards nor snub its needs using the guiding values herein.
2. We believe that education is incomplete until it is infused with the wisdom born of faith. We seek to increase every student's spiritual awareness and personal commitment to Islam. We are committed to the application of ethical principles in all our dealings with all people. In contemporary society many individuals do not demonstrate a broad understanding of ethical principles and their relationship to the moral challenges of everyday life. The College intends for all of its students to develop an intimate knowledge of ethics across its academic curriculum so that they will possess the necessary

tools to transform the world and address forthrightly the moral questions confronting today's society, corporate climate, technological world, medical/health care environment and governmental communities.

Building upon the above two timeless philosophies, MCHE is committed to the following values:

- produce graduates with inquiring disciplined intelligence who accept service to the community as the primary purpose for professional life.;
- adhere to the highest standards of quality in teaching, administration and research;
- nurture and promote rational inquiry and research that advance College mission;
- maintain a collegial community whose conduct is characterized by integrity, honesty and commitment to high moral and ethical values and principles;
- cooperate with governments departments, industries, businesses and agencies harmoniously.

STRATEGIC OVERVIEW OF THE COLLEGE

The College vision, mission and functions are not independent of the internal realities and external environment. Changes in both arenas influence the long-term plans of the College. A strategic audit of the current status of the College is an essential part of the planning process.

INSTITUTE OF HOTEL AND CATERING SERVICES

The Institute of Hotel and Catering Services was established in 1987 (then called School of Hotel and Catering Services) as an organ of the Ministry of Tourism. Up until now, its main focus has been the development of trained manpower for the tourism industry. The institute had enjoyed relative autonomy in running its affairs.

Tourism is a major industry in the Maldives. The major activity is running resorts in isolated islands. Workforce of these resorts still comprise about 50% expatriates. Thus there is a great need to increase the enrolment in the Institute' flagship programme – the diploma approved by the British Business and Technical Education Council. However, such expansion in enrolment is constrained by two factors: staff and space.

A project proposal for new premises to be built with the assistance of a neighbouring country has been in abeyance for over 12 years. There has been some recent developments in the project activity but no ground-breaking has taken place. This proposed building and the return of the staff on overseas training (about 5) will enable the Institute to increase its enrolment. Quality could be enhanced when some staff graduate from the proposed Master degree programme delivered by a UK university in block mode.

There is a need to diversify the Institute offerings. Entry level programmes at atoll-level, a focus on hospitality training other than what is required for tourism, and more advanced programmes targeted towards decision-makers and managers are required apart from expanding output in established areas.

IHCS, 1999

Number of students completing different courses 1999

40 - Japanese Language courses
 37 - Tour guiding
 35 - French Language
 34 - National Diploma in Hotel and Catering Services (18 months)
 12 - House keeping
 10 - Customer Relations

Total - 231

Note: most courses are of short-term duration. There were 47 students enrolled in on-going courses.

Entry level to Diploma course is post Grade-10. For other courses the entry level varies but is generally lower.

Finance, IHCS

Staff – 17
 Academic staff – 7
 Academic: Non-academic – 0.7
 EFTS:academic – 11.5

In the late 1930s, a training course in Dhivehi Beys was started but was later discontinued. Medical training in Maldives would be possible only with major developments in teaching technology or when the population is high enough to justify such an endeavour.

INSTITUTE OF HEALTH SCIENCES (IHS)

The Allied Health Services Training Centre (precursor to the Institute of Health Sciences) was established in 1973 in response to the growing need for training in health-related fields. Prior to that a “Nurse Class” was in operation since early 1960s to cater for the needs of the *Daktaruge* (Doctor House) – forerunner to the Government Hospital. This class trained health assistants and nurse aides in the main. IHS now provides training in six major areas, all at subdegree level.

There is an acute need for training in health related fields. In 1996, of the 2924 trained people in the health services, 58% were expatriates. Many of these people work in areas in which locals could be trained incountry. However, shortage of quality teachers, inadequate physical facilities, lack of hostels, inadequate learning-teaching resources and difficulties of arranging quality practical experiences are major limitations on increasing IHS output. Low social demand for work in the health sector consequently attracting less than the best talent also tend to reduce IHS effectiveness.

Some of the major constraints on programme development of IHS will be eased by two donor projects. One, funded by the Islamic Development Bank (IDB) is directed towards infrastructure and the other from AusAid is targeted at staff development. IDB project aims to build a new home for IHS with co-financing of furniture borne by the Government of Maldives. The new building (likely to be completed in 2001) will have full facilities to increase annual graduate output to over 200. AusAid project aims to enhance skills and knowledge of health workers through staff training. Areas of training include curriculum development and subject matter upgrading. In addition, a few of the students already studying abroad under separate schemes are likely to seek employment at IHS because job opportunities for health graduates are not many. These developments at IHS will enable it to expand continuing education programmes and mount a degree course in the very near future.

IHS, 1999

Students completing various courses in 1999

7	Diploma in Nursing and Midwifery
4	Community Health Worker Course
23	Nurse Aide Course
6	<i>Dhivehi Beys Verikamuge</i> Course
11	Pharmacy Assistant Course
22	Family Health Worker Course
<i>Total: 74 General Pass rate: 87%</i>	

Ongoing Courses in 1999

56	Diploma in Nursing and Midwifery
15	Diploma in Primary Health Care
9	Diploma in Medical Lab. Technology
22	Diploma in Community Health Work
27	Nurse Aide Certificate
12	Pharmacy Assistant Certificate
24	Family Health Worker Certificate

Total : 165

Preparatory programmes for above courses are scheduled for 2000.

Expenditure/student/year

Rf 65,000	Diploma-level courses
Rf 67,000	Certificate in Community Health Work
Rf 54,000	Nurse-Aide Certificate

Financial

Income: Rf 62054.02

However, the low academic standard of applicants will continue to plague IHS development until the efficiency of formal secondary school system improves or the school-leavers increase in number. In the meantime, foundation courses and other preparatory programmes will have to be provided. There is a new commitment required to train staff in middle-level academic leadership.

A recent development which may impact the quality of the programmes is the formation of the Maldives Board of Health Sciences and the Maldives Nursing Council for registration of paramedics and health workers. For practice in the Maldives, the regulations of these bodies impose quality standards for training. The impact of these is yet to be felt at the course level.

In keeping with the mission of the College, IHS has a special responsibility to preserve and promote the traditional medical treatments. In this respect, research to document existing practices and improve on them are needed. After allopathic medicine was introduced into the Maldives in the 1950s, the government had inadvertently encouraged such medicine. Indigenous form of medicine known as *Dhivehi Beys* had been practised in the country since time immemorial. So effective had been the promotion of allopathic medicine, that at present, Maldives remains at the top of the list of medical drug users.

IMA, 1999

Long Courses (all < 1 year)
Number: 17

Total Number of students: 481
Average hours per course: 520
Pass Rate: 93%

Short Courses
Computing: 18
Office Management: 1
Secretarial Skills: 1
Public Accounting: 1
Total students: 290
Pass Rate: 93%

Workshops: 5
Participants: 134
Total annual enrolment: 905

Total Staff: 43
Academic: 18, Non-academic: 25
Part-time: 35
Academic:Non-academic: 0.72 (FT)
Students: academic staff: 17.1

Expenditure: Rf 4,358,191.22
Income: Rf 3,803,704.55
Cost Recovery: Rf 54%
Expenditure per student: Rf 8,495

INSTITUTE OF MANAGEMENT AND ADMINISTRATION

The Institute of Management and Administration (IMA), previously known as Maldives Centre for Management and Administration was established in 1991. It was then a joint project of the Maldivian Government and International Labour Organization. Funding was provided by the Government, UNDP and Japan. IMA currently enrolls most students of the College.

A recent review of its operations concluded that the rate of expansion of its programmes has been slower than the market demands, that there is a need to upgrade accounting programmes and introduce management development programmes especially aimed at the private sector.

social demand for secondary education is so high that some 300 overseas teachers were recruited at the beginning of 2000. Nearly 70% of all secondary teachers are expatriates. The employment of so many expatriates as teachers are likely to cause irreversible tears in the social fabric of the nation, which may manifest in the future.

ITE has embarked on a secondary teacher education programme in 1997. This programme is yet unable to attract eligible students and has a very low student teacher ratio. The programme is now sustained by providing a foundation course to those not meeting the minimum entrance requirements. Consequently, the quality of output is less than what is desirable. The quality of teachers impact on the quality of school-leavers sustaining a vicious circle of mediocrity. However, teachers are not the sole cause, for school supervision, staff development opportunities, resources, staffing practices and other quality inputs to schools are also determinants of school efficiency.

ITE, nevertheless has a significant role to play in enhancing the academic achievement of school leavers. While there is some restructuring taking place at ITE to change the deeply entrenched culture, it will be sometime before courses can be redesigned to make them more modular, relevant and articulated across awards. Without further restructuring, it is unlikely that ITE could provide for the continuing education of teachers serving at atolls.

The strategic aim of the College to maintain high academic standards are compromised by the ground-level realities of the available pool of applicants. In the meantime, the College has to meet the national needs by doing what is possible with what is available.

MITE 1999

Students completing courses

Male'

Technician courses: 28/37

Skilled workers course: 52/66

Atolls

Boat building: 9/10

Ongoing courses

Skilled workers course: 29

Technicians courses: 72

Skilled workers courses: 52

Skilled workers in Kulu: 20

Income: Rf 70,685.64

Expenditure: Rf 9,037,435.27

MALDIVES INSTITUTE OF TECHNICAL EDUCATION

The Vocational Training Centre which late gave rise to the Maldives Institute of Technical Education was established in 1975 to train school leavers in mechanical and electrical trades. The Institute had, at various times, associated itself with the Electricity Department, Ministry of Education, Ministry of Planning, Human Resources and Environment and Ministry of Human Resources, Employment and Labour. These associations have given it a rich heritage.

From its initial objectives of preparing manpower for Electricity Department, the institute has widened its operations to cover the entire Maldives and all areas of technical training. It is the more successful of College operations in reaching to the atolls and has established five campuses outside Male'.

An ADB study conducted in 1998 concluded that there is a widening gap between the productivity of MITE and the requirements of the labour market. As a consequence more expatriate workers are being employed in the Maldives. MITE curriculum needs to be revised to reflect the current market requirements. The Government has expressed at least three new areas for development: (1) architecture, (3) aircraft engineering at mechanic level, and (3) collaboration with Maritime Training Centre to launch marine engineering programmes. Because of changing demographics, the curriculum needs to be revised to offer two levels of courses, short-term entry level courses aimed at skilling or re-skilling school leavers and others at artisan level, and longer courses at sub-degree level to offer more theoretical aspects of technical training. Agriculture is a mainstream subject in all technical curriculum and its omission at MITE need to be redressed soon. There is a need to articulate all courses towards life-long learning.

The current imperatives require new inputs in terms of qualified staff and other expertise. The staff already in training abroad and scheduled assistance from ADB will assist in meeting some of these requirements.

MARITIME TRAINING CENTRE

The Maritime Training Centre (MTC) was established in 1987 when Maldives ratified the IMO Convention on Standards of Training, Certification, and Watch-keeping for Seafarers (STCW). It is located in Viligili, one of the wards of Male' separated by a narrow channel. MTC operated initially as an organ of the Ministry of Transport and Communications.

Maldives being a seafaring nation, MTC has an important role to play in national and international merchant navy service. At any time it is estimated that there are 2500 Maldivians in sea service and they remit about US\$16 million directly to atolls. There is no industry which directly benefits the people of the islands like merchant shipping. In

MTC Courses, Staff and Finance

Participants in Courses

Efficient deck rating: 84
 Efficient engine rating: 53
 Basic seamanship course: 50
 Raajetheyge niyami course: 65
 GMDSS course: 79
 Deck Officer Training: 18
 Engine Officer Training: 25
 Basic Fire-fighting: 15
Total: 389

Total Staff: 8
 Academic: 3
 Income (fees) : 485450.00
 Expenditure: 2, 479,44760

1999, when MTC became part of the College, its mandate was widened to include training for the fishing industry.

The major problem for MTC in expanding its services is the recruitment of trainers. At present most of the programmes are being conducted by mariners and captains on a part-time basis. STCW requires certain minimum facilities for conducting its programmes. Some of the required equipment are being acquired through ADB assistance and Government Budget. Its location in another island is a major drawback in attracting qualified staff.

Maldives is close to many coastal areas of neighbouring countries. Advancing training for locals and overseas students is a possibility with more resources at hand.

TERTIARY INSTITUTE OF OPEN LEARNING (TIOL)

The Institute was established in 1999 on January 1st to start distance education programmes at foundation and post-secondary levels. The special geography of the Maldives lends itself to distance education well. There are possibilities for addressing the present social demand for education in large numbers cost effectively, providing tertiary education programmes not cost-effective in the normal mode and evading the desperation of students in finding suitable accommodation in Male'.

In 1999 TIOL operated on a budget of Rf421,126.54 with four staff, one academic and three administrative or supporting staff. There were no students enrolled. The Institute has initially concentrated on franchising overseas programmes which proved to be not very effective. It has the potential to become the most popular Institute but this may entail developing the more popular normal mode courses in distance mode.

INSTITUTIONAL REALITIES

A realistic appreciation of internal strengths and weaknesses, challenges and opportunities are essential to chart an achievable future for the College.

Strengths

National Reputation and Confidence

The institutes comprising the College enjoy general goodwill of the public, employers and the government. The public has confidence in the courses run by the College as indicated by the number of applicants for courses.

Challenges

- *Student Quality*

Many applicants for various College courses are underqualified, yet the requirement to meet national needs forces the College to enroll these students, albeit after preparatory courses. However, running non-award courses dissipate College energy which could be utilized for enhancing educational quality. The College needs to devise methods and means to ensure that sufficient students are able to meet course requirements.

Sometimes, there are political influences that could affect the quality of courses, if not met with a thoughtful response.

A major challenge for the College is to attract students of outstanding quality and to make MCHC to be their first destination for higher education.

- *Harmonization*

Harmonization of career structure and myriad other practices are required for College to function like an institution of higher learning. Many of these developments are hampered by sluggish responses from various parties.

The College aims to do what it can to carry on with the task of harmonization, in spite of the challenges.

- *Broadening the Resource Base*

Dependence on public funding tends to constrain the College activities in terms of what it can and cannot do.

The College needs to develop alternative income-generating activities as a matter of urgency.

Opportunities

- *Variety of course offerings*

The synergy arising from the participation of the institutes enables the College to launch programmes that were hitherto not possible such as extra-mural courses and those involving several faculties. In this respect, last year had seen the first such course taking place in Marine Engineering with the cooperation of MITE and MTC.

- *Developing Partnerships with others*

The need to seek alternative funding necessitates developing partnerships with other including alumni and potential benefactors. Partnerships need to be developed with overseas universities in order to achieve College strategic aims.

Weaknesses

- *Staff quality*

The formal education of the staff of the College is indicated in the following table. At end of 1999, there were Institutes which had no graduates. In the main, the majority of the academic staff in all the institutes were not graduates. In many institutes, a significant number of part-time staff are involved. Academic quality affects quality of teaching and the level of commitment to the institute goals.

<i>Institute</i>	<i>Cert.</i>	<i>Dipl.</i>	<i>Adv. Dip.</i>	<i>BA/BS</i>	<i>MA,MSc, MEd</i>	<i>PhD</i>	<i>Total</i>
IHCS	2	8	3	-	2	-	14
IHS	1	3	2	5	2	-	13
IMA	1	2	-	8	2	-	13
ISL	-	-	-	-	-	-	-
ITE	17	2	2	10	11	-	42
MITE	31	1	1	-	-	-	33
MTC	-	-	-	-	-	-	-
TIOL	-	-	-	-	-	-	-
Total	52	16	8	27	17	-	116

- *Facilities and Resources*

The infrastructure and other resources of the College are inadequate for the programmes the College has to run. The classrooms available are often crowded or unavailable creating problems for scheduling. The institutes of some libraries are classrooms with a few cupboards. The laboratories are ill-equipped, and in some cases mandatory training requirements are difficult to meet. Since creation, MCHE is running in temporary quarters and many functions that can be centralized have to be delayed due to lack of space. Higher education budgetary allocation run under 2% of the national expenditure.

- *Experience*

The College administrators do not have sufficient experience of running institutions of higher learning. Administrative leadership rather than academic leadership predominate, often stifling academic initiatives.

- *Legacy of previous ministry administrative practices*

The institutes had run under separate ministries which had different practices of administration. In some cases, harmonization of some of these practices within the College meets with remonstrations. A period of readjustment is necessary for complete coordination.

THE EXTERNAL ENVIRONMENT

Environmental scanning for monitoring change in the external milieu in which the institution operates is fundamental to planning. It reduces the randomness of information used in planning and alerts the College community to trends and issues, and helps to take proactive action. We are determined not to be taken aback by the future circumstances but manage them effectively to advance the College mission.

The external environment will influence the strategic choices the College can make in the future to achieve its mission. The external environment involves five major challenges.

1. INCREASING NUMBER OF SCHOOL LEAVERS

Educational statistics show that the number of school leavers will increase sharply over the next four years. Large increases in school leaving population will require preparation on the part of the College to face the challenge.

	2000	2001	2002	2003	2004	2005
School students taking SSC	3668	5367	7772	9207	8810	7649
HSC (AL) students	345	612	1041	1417	1533	1483

Higher education being a mass phenomenon, many school leavers are very likely to pursue the process. From a social justice point of view, the College, being the government organ for providing training, has a responsibility to address their needs. Existing training facilities are simply not sufficient to cater for such demand. Strategies need to be worked out to fulfill the College responsibilities to the maximum extent possible.

Possible strategies may include modularization of programmes and enhancing requirements for job experience at various intervals within programmes. Such a strategy will weave working and life-long learning into a longer tapestry of College experience. Existing programmes could be phased into shorter ones requiring less time. The projected increase in students will necessitate many Institutes to be run until mid-evening and adopt more university-style teaching methods. Articulation across various programmes will be an emerging issue.

Of course, when a larger pool of potential students are available, the College will be in a position to upgrade entry requirements and maintain quality of programmes.

2. Decreasing Public Finance

One cannot expect Government financing of the College to keep in step with student enrolments. A very high expenditure is often required to build infrastructure and develop institutional capacity. At a time when Government expenditures for other social and other services are increasing, it is possible that proportionate increases in budgets cannot be secured to meet student needs.

This financial imperative further strengthens the reasons for the College to centralize several functions previously fulfilled at Institute level. At the same time, cost-cutting measures need to be put into place. The College may be forced to cut subsidies to students, and develop alternative funding strategies. It is necessary to expand fee-based programmes to meet the envisaged increases.

3. Competition and Diversity

As the social demand for higher training increases, it is likely that private firms will avail themselves to fill any training gap, or provide training in available fields in more enterprising ways. No institute of College is immune from such competition. The grand days when the venerable institutes had a monopoly of training in higher education are numbered. Competitors, to justify claims about the standing and quality of their programmes, are likely to use ingenious methods of delivery and exploit niche needs. Therefore, there is likely to be a diversity in the type of courses offered and required, and also in the modes of delivery.

Competition is likely, not only from local businesses but from overseas parties as well. Using modern technology and exploiting cheap airfares, overseas universities may franchise their programmes to local private institutions on twinning or online basis.

These anticipated developments will require Government to establish and strengthen procedures of accreditation and quality assurance for the sake of national interest. At the same time, institutes will need to show flexibility both in the structure and delivery of programmes.

4. Developments in teaching and learning

The information and technology revolution of the last century is challenging the way higher education systems are operating. Many universities are offering courses by remote learning via Internet or other media. Such modes of operation enables courses to be delivered to a wider audience irrespective of the constraints imposed by infrastructure or by the tyranny of distance. Learning can

take place at the learner's own time and place. The geography of the Maldives is ideal to capitalize on such technology.

Higher education institutes across the world are showing more flexibility in making changes to the structure and programmes as they begin to respond to market demands and competition. The recognition of prior learning and programmes tailored to individual needs are not uncommon.

5. Global Changes in Higher Education

Higher Education is undergoing unprecedented changes. At least three factors will set the direction for this change. One is internationalization and its attendant issues of recognition and quality assurance of awards across countries. The second one is mass participation in post-secondary education—a change from the previously elite system to a mass system. The third factor is the rapid change of pace of our lives and times which entails life-long learning – an idea as old as history in the Maldives.

While the post-secondary education system is relatively underdeveloped in the Maldives, these three factors have affected the Maldivian society. One consequence is the desire of many school leavers to pursue higher education both in-country and overseas, irrespective of their own scholastic achievement. We see this in our growing lists of applicants at most institutes. With broader access to secondary education, the numbers are likely to increase further.

The pace of change in the Maldives and in the wider world is now such that people are aware that a single experience of higher education early in their life will not suffice for a lifetime unlike the case was with many of us. Not only we have to re-skill every now and again at institutes, but what we teach and how we teach must change every now and again.

GOALS AND STRATEGIES

Conscious of the conditions of internal and external environment, and concordant with the foregoing vision, mission and values, the following goals and strategies are designed to direct and inform all operational planning within all divisions of the College.

GOAL 1 ATTRACTING AND RETAINING QUALITY PEOPLE

Make MCHE the preferred destination and a supportive workplace for outstanding staff and students.

STRATEGIES

- upgrade all teaching staff to at least graduate level.
- formulate a detailed staff development plan and a time-line to achieve these goals.
- provide high quality professional development and support services to assist staff improve their teaching skills.
- develop a structural framework for teacher education to promote the vertical growth of teachers.
- value and develop quality people.
- promote institute programmes by establishing an effective marketing and public relations effort.
- establish transparent recruitment, transfer and promotion policies and procedures.
- take initiatives to enhance the status of College staff.

GOAL 2 ENHANCING TEACHING AND LEARNING

To create and maintain a teaching and learning environment of the highest quality

STRATEGIES:

- give high priority to excellence in teaching in the recognition and reward system of the College.
- provide students with world-class academic support services and infrastructure.

- ensure independent professionally-validated student appraisal of all subjects taught in the College and use student feedback to improve the quality of teaching and learning.
- establish a strong monitoring and supervisory mechanism related to teaching.
- identify and realize flexible modes of delivery for College programmes to ensure opportunities to a wider audience.
- develop curricula through discussions and interaction with students, employers, other stakeholders and professionals.
- apply innovative and effective teaching/learning strategies and establish a strong mechanism for continuous structured evaluation and feedback of learning outcomes.
- conduct regular surveys of the major employer needs and alumni, and use data from these to guide curriculum development and create partnerships with industry and employer.
- encourage self-learning and life-long learning as a necessary and viable form of staff development.

GOAL 3 IMPROVING COLLEGE FINANCE

To provide the College with the resource base necessary to achieve its strategic goals.

STRATEGIES

- establish a cost-recovery mechanism for as many programmes as desirable.
- ensure that institute funds and resources are both effectively and optimally utilized.
- promote institute activities to attract funding from non-governmental sources.
- establish procedures to “sell” consultancy services and engage in other enterprise operations.
- press the exchequers to recognize higher education as essential for development.

GOAL 4 STRENGTHENING MANAGEMENT

To achieve continuous quality improvement in the academic and executive management and administration of the College.

STRATEGIES

- rationalize components and activities across programmes to develop coherences programmes and ensure that institute resources are effectively utilized to support its strategic objectives.
- ensure that institute administration is client-focused and highly professional.
- support devolved planning and decision making at all levels, together with overall strategic leadership and an effective accountability structure across the College.
- provide development and training opportunities to administrative staff to assist them in their professional development and to improve organizational efficiency and effectiveness.
- groom interested staff with aptitude for leadership positions.
- strengthen the financial and management audit functions of the College Council.
- Continually review existing organizational and reporting framework within the College to improve efficiency.

GOAL 5 IMPROVING FACILITIES IN MALE' AND OTHER ISLANDS

To provide an aesthetic amenity with high levels of functionality to promote academic enterprise.

STRATEGIES

- ensure that infrastructural support is provided to cater to high quality teaching with particular attention to subject requirements and student needs.
- cater to effective utilization of teaching facilities through better management.
- ensure the provision of an appropriate physical environment suited to the teaching and learning needs of the institutes.
- establish schedules, procedures and standards for ongoing development and maintenance of physical facilities.
- audit space needs and usage on a regular basis to encourage the most efficient use of the physical facilities.
- encourage energy management and environmental awareness throughout the College.

- obtain land and invest on infrastructure consistent with the planned growth of the student numbers in Male' and in all atolls.

GOAL 6 PROMOTING RESEARCH

To advance College performance as the premier research institution in the Maldives , and strengthen it as a centre for research training.

STRATEGIES

- introduce and upgrade research skills of staff through training and establishing of mentoring systems to develop and support new researchers in their research efforts.
- value research output in the reward and recognition system of the College.
- make provisions for research through time-tabling and workload assignments.
- develop external sources of funding to support research activities.
- establish links with industry, government departments and overseas universities to encourage joint research.
- establish mechanisms for publishing research.
- include research modules in all undergraduate final-year programmes and create research-based postgraduate degrees as soon as feasible.

GOAL 7 ENHANCING THE MALDIVIAN IDENTITY OF THE COLLEGE

To maintain and enhance the Islamic Dhivehi Identity of the College.

STRATEGIES

- promote ways in which our Islamic Dhivehi Identity can be made obvious in art, symbol, sign , ceremonies and public events.
- establish programmes to promote the College's cultural tradition among the College community.

- recruit faculty and staff who are in support of the mission and philosophy of the College and its interaction with the Maldivian intellectual heritage.

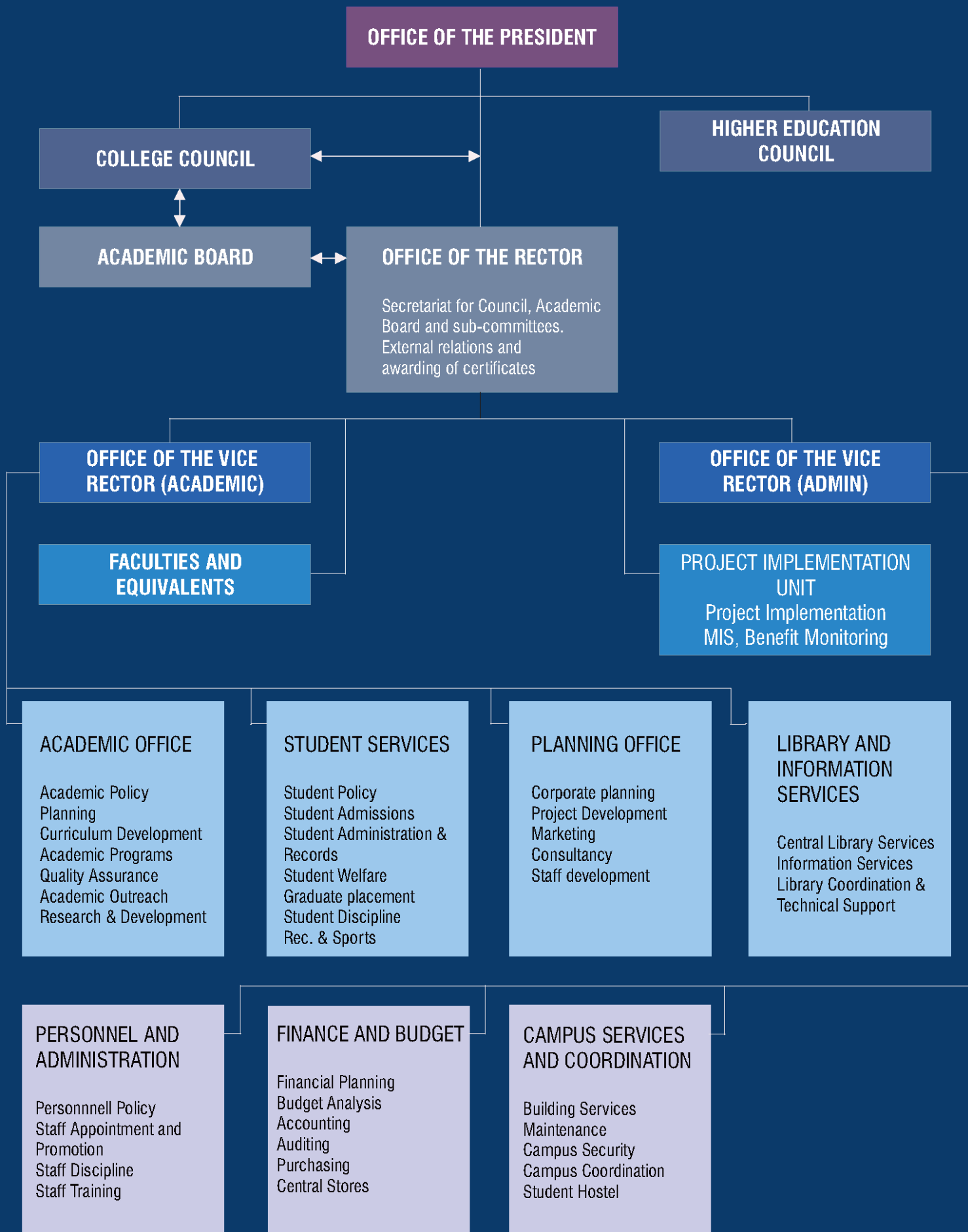
GOAL 8 ENHANCING INTERNATIONAL IZATION

To maintain and enhance international partnerships and promote internationalization.

STRATEGIES

- review regularly faculty curricula, modes of delivery and assessment to ensure that teaching and learning is informed by international best practice.
- use international quality benchmarking and quality assurance in all programme development, delivery and assessment.
- seek accreditation of College programmes at overseas institutions.
- promote networking, partnerships and research collaboration with reputed international universities.

Organisational Structure



Maldives College of Higher Education

Neal

Henveyru

Male; 2005

Republic of Maldives

Phone: 31 5400

Fax: 31 5411

WWW: mche.edu.mv

