

Basic Design Study Report
on
The Project
for
Constructing The Centre for Social Education
in
The Republic of Maldives

July 1990

JAPAN INTERNATIONAL COOPERATION AGENCY

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PREFACE

In response to a request from the Government of the Republic of Maldives, the Government of Japan has decided to conduct a Basic Design Study on the Project for Constructing the Centre for Social Education and entrusted the study to the Japan International Cooperation Agency (JICA). JICA sent to Maldives a survey team headed by Mr. Takumi Matsuda, Grant Aid Division, Economic Cooperation Bureau, Ministry of Foreign Affairs, from February 1 to February 23, 1990.

The team exchanged views with the officials concerned of the Government of Maldives and conducted a field survey. After the team returned to Japan, further studies were made. Then, a mission was sent to Maldives in order to discuss the draft report and the present report was prepared.

I hope that this report will serve for the development of the Project and contribute to the promotion of friendly relations between our two countries.

I wish to express my sincere appreciation to the officials concerned of the Government of the Republic of Maldives for their close cooperation extended to the teams.

July 1990

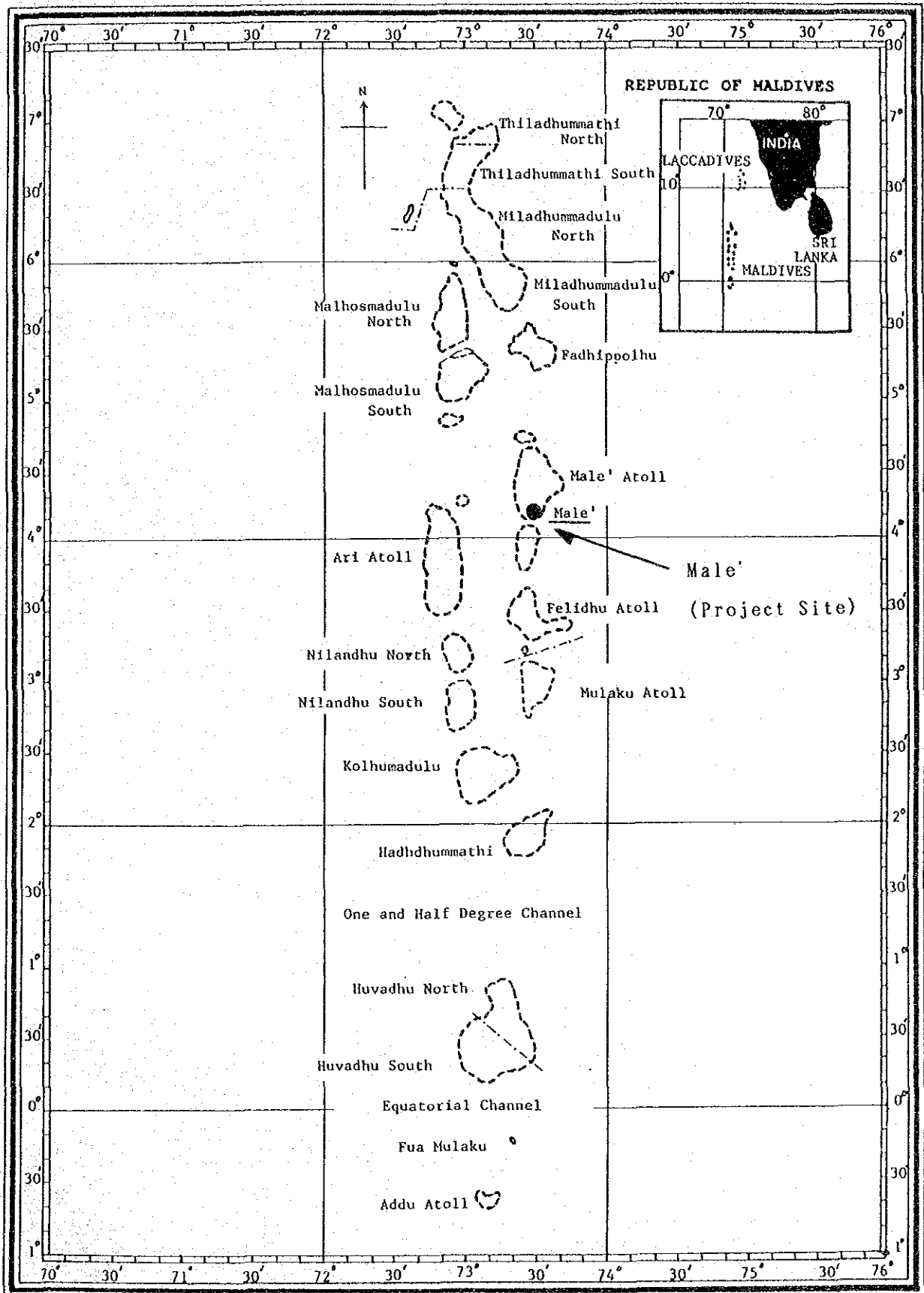


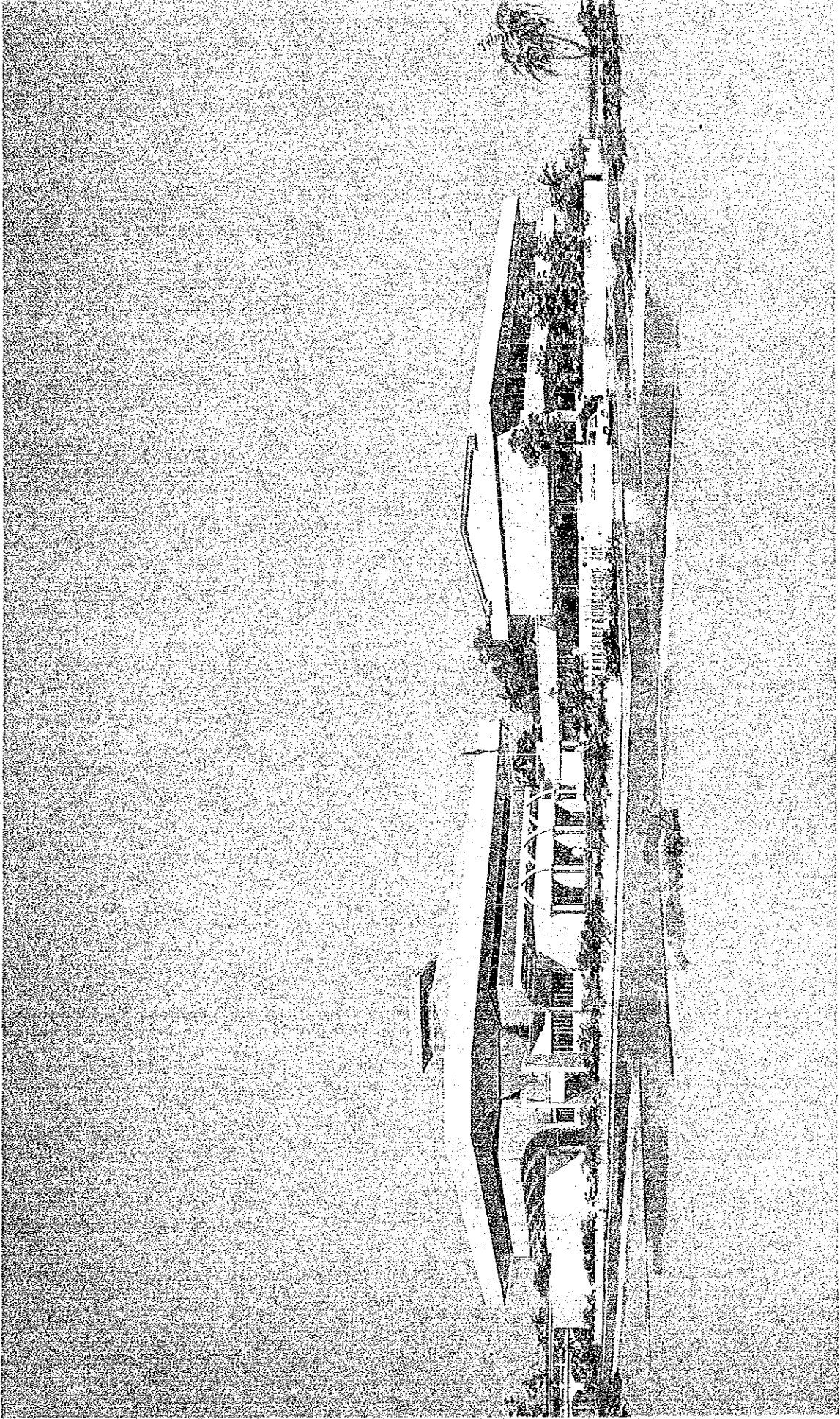
Kensuke Yanagiya

President

Japan International Cooperation Agency

MAP OF THE MALDIVES





THE CENTRE FOR SOCIAL EDUCATION IN THE REPUBLIC OF MALDIVES

SUMMARY

SUMMARY

The Republic of Maldives (hereinafter referred to as Maldives) consists of nearly 1,200 islands (202 are inhabited). The country's population (1990 est.) is 210,000. The capital, Male', is the most heavily populated with 61,000 people residing in an area of 1.77 km².

In the Second National Development Plan (1988-1990), the Government of Maldives aimed at developing human resources not only through school education but also through the form of social education to improve the educational level of the people. However, the Government does not have enough facilities for conducting social education programmes. For this reason, the Government has been endeavoring to obtain a facility that would become the centre of these activities.

In view of the above background and circumstances, the Government of Maldives requested grant aid cooperation from the Government of Japan for constructing the Centre for Social Education and for providing the necessary equipment.

In response to the Government of Maldives' request, the Government of Japan decided to conduct a basic design study on the Project and entrusted the study to the Japan International Cooperation Agency (JICA). JICA sent the Basic Design Study Team to Maldives from February 1 to February 23, 1990.

The Study Team confirmed the details of the Government of Maldives' request contents and held a series of discussions with officials concerned of the Government regarding the contents of the Project, and confirmed the appropriateness of the Project contents. After the careful examination and analyses of the contents of the Government of Maldives' request, the following facilities were thought to be necessary for the Centre for Social Education in Male'.

1. Building

Multi-purpose Hall (Phase I Construction)		Classroom and Administration Building (Phase II Construction)	
Central Hall:			
One room with 980 seats:	900.0 m ²	Director's Room:	19.2 m ²
Stage:	109.7	Administration Office with Storage:	75.6
Lobby:	65.8	Meeting Room:	18.0
Storage:	43.2	Instructor's Room:	17.0
Projector Room:	18.9	Janitor's Room:	18.0
Toilet:	68.4	Kitchen:	12.0
Hallway, Gallery, Machinery Room and Stairway:	871.3	Three Classrooms (30 seats per room)	153.0
		Workshop 1 (30 seats):	109.2
		Workshop 2 (40 seats):	118.8
		Seminar Room (100 seats):	198.0
		First Aid Room:	12.8
		Darkroom:	17.0
		Toilet:	104.6
		Hallway, Stairway and Machinery Room:	442.1
		Preparation Rooms(4):	128.9
Subtotal:	2,077.3 m ²	Subtotal:	1,444.2 m ²
Total Floor Area: 3,521.5 m ²			
Site Area: 5,600.0 m ²			

2. Equipment and Furniture

Equipment and Furniture		Phase I	Phase II
Furniture	Desks and chairs for the hall Desks, chairs, and cabinets for teaching staff Desks and chairs for classrooms and others	1 Items	24 Items
Sports Equipment	Volleyball, gymnastics equipment, tumbling mats, etc.	15 Items	-
Audio-visual Equipment	Language laboratory(LL) equipment, slide projector, over head projector, 16mm film projector, and others	9 Items	25 Items
Sound Equipment	Sound conditioning equipment, speakers, microphones, and others	38 Items	17 Items
Others	Copy machine, and others	-	24 Items
Total		63 Items	90 Items

It will take fourteen months to complete Project construction: twelve months for the construction of the multi-purpose hall (Phase I Construction); six months for the construction of the classroom and administration building (Phase II Construction).

Total costs for Project construction to be borne by Maldives' side is estimated to be 1,221,000 Rufiyaa.

Costs for the management, operations and maintenance of Project facilities to be borne by Maldives' side after Project construction completion is estimated to be 1,266,200 Rufiyaa per year including personal expenditures.

A common problem for the ministries and agencies of Maldives is the lack of facilities. However, it is not realistic to provide facilities for each institution or agency because of the small population and the limited size of the country. For this reason, it would be very beneficial if small scale training could be provided to meet the variety of needs by constructing a multi-purpose facility.

In view of the above, it is thought to be appropriate and worthwhile to implement the Project with grant aid cooperation from the Government of Japan.

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PERSPECTIVE DRAWING

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CHAPTER 1 INTRODUCTION

CHAPTER 1 INTRODUCTION

In response to the request of the Government of Maldives for grant aid cooperation in the area of education and training, the Government of Japan sent a Project Formulation Survey Team for the grant aid programme to Maldives from Jun 29 to July 10, 1989. The team, headed by Mr. Takashi Sasaki, a development specialist of the Japan International Cooperation Agency, studied the present education and training situation, the background and contents of the request, and the appropriateness of the Project as a grant aid programme from the viewpoint of the socio-economic development in Maldives. The request was reviewed to determine if its contents were within the scope of the Government of Japan's requirements for grant aid programmes.

The only important industries in Maldives are tourism and fishing. Thus, for the future development of the country, the Government of Maldives has given high priority in the National Development Plan to the development of human resources.

The Government of Maldives has attempted to develop human resources by improving school education as well as social education and vocational training. However, because of the lack of facilities, the Government of Maldives requested grant aid cooperation from the Government of Japan to construct the Centre for Social Education.

In response to the Government of Maldives' request, the Government of Japan decided to conduct a basic design study on the Project for Constructing the Centre for Social Education and entrusted the study to the Japan International Cooperation Agency (JICA). JICA sent the Study Team headed by Mr. Takumi Matsuda, an official of the Grant Aid Division, Ministry of Foreign Affairs, to Maldives from February 1 to February 23, 1990.

The Study Team conducted the field surveys necessary to prepare the basic design for the Project and held a series of discussions related to the Project. Items agreed upon by both parties were written up in the Minutes of Discussions. The Minutes of Discussions were signed by both parties on February 8, 1990.

After returning to Japan, the Study Team conducted further examinations and analyses of the field survey data based on the report prepared by the Project Formulation Study Team and confirmed the appropriateness of the Project.

The Study Team also examined the contents and scales of Project facilities and, as a result, prepared the Draft Final of the Basic Design Study Report on the Project for Constructing the Centre for Social Education that includes the basic design, cost estimates, construction schedule, evaluation of Project effects, and recommendations for Project implementation.

The Draft Final Explanation Team headed by Mr. Takumi Matsuda, an official of the Grant Aid Division, Ministry of Foreign Affairs was sent to Maldives from June 13 to June 24, 1990. The Team explained the contents of the Report and held a series of discussions pertaining to the contents of the Report with officials concerned of the Government of Maldives. The basic items agreed upon by both parties were written up in the Minutes of Discussions and signed by the parties on June 19, 1990.

The contents of the Project and the optimum scale of Project facilities were reexamined based on the results of a series of examinations and analyses and, finally, this report, the Basic Design Study Report on the Project for Constructing the Centre for Social Education, has been prepared.

CHAPTER 2 BACKGROUND OF THE PROJECT

CHAPTER 2 BACKGROUND OF THE PROJECT

2-1 Outline of the Republic of Maldives

2-1-1 Country and Population

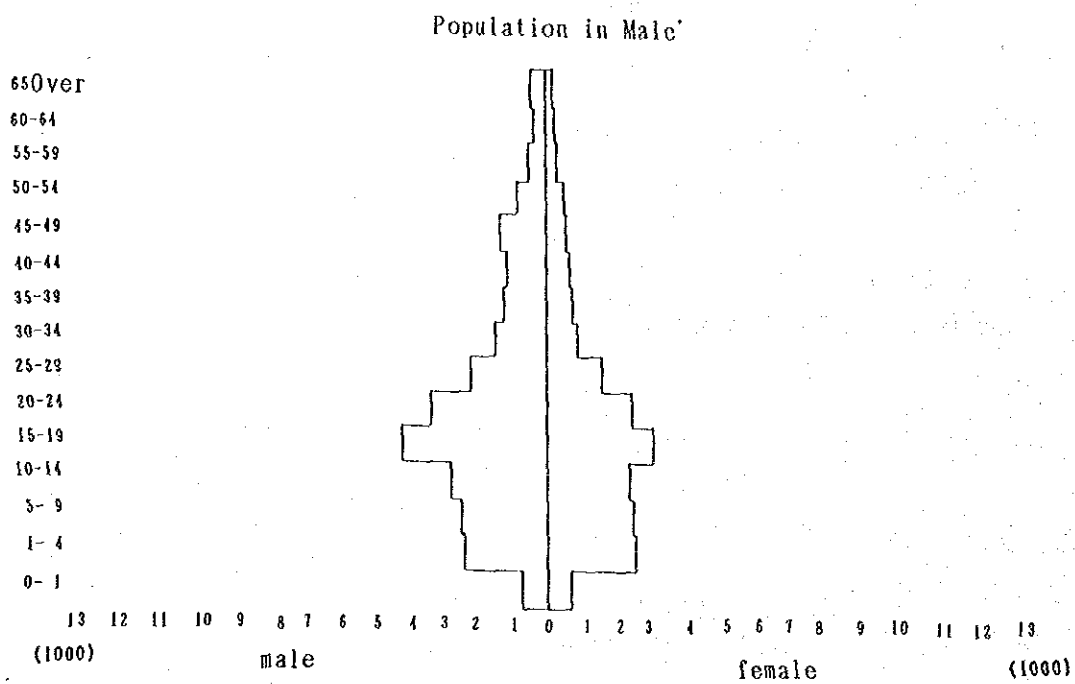
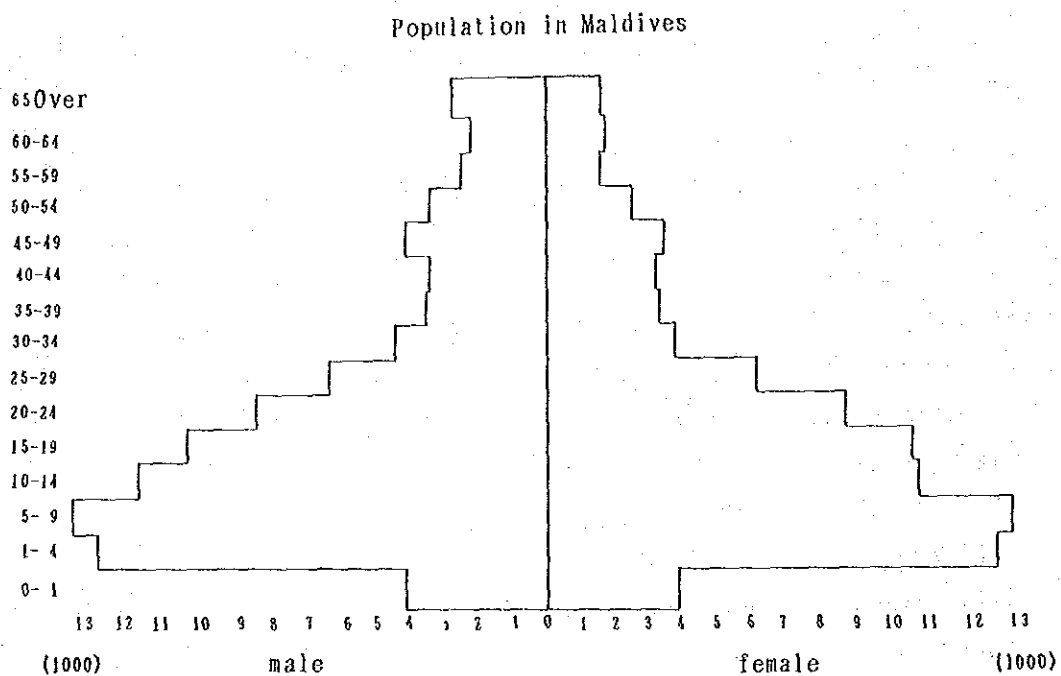
The Republic of Maldives is made up of double chain of atolls situated 670 km southwest of Sri Lanka in the Indian Ocean. The total land area is estimated to be 298 km². The area surrounded by coral reefs is about 3,300 km².

Maldives is made up of 1,198 islands, atolls, and coral reefs. The largest island is the southernmost island of Gan which is 7,240 m long. The capital island of Male' is 1,775 m long and 1,130 m wide. The islands are flat. The average elevation is about 2 m, with the highest being less than 5 m above sea level. Most of the inhabited islands have a permanent well; however, due to the saline content, the water is not fit for drinking. Rainwater is the only source of drinking water. Of the more than one thousand islands only 202 are inhabited. The estimated 1990 population is 212,000.* On the approximately one square mile (1.77 km²) capital island of Male' the population figure is 61,390.* Only thirty-three islands have populations of more than 1,000 people. 25.53% of the people live in the city; 74.47% live elsewhere. The male' population numbers 109,100; the female' population is 103,100.* 50% of the population is under the age of 17. The life expectancy at birth is about 61 years.

* Figure estimated by the Ministry of Planning and Environment based on national census of 1985.

The population structure based on the national census of 1985 is shown in Tables 2-2-1(1).

Table 2-1-1(1) Population Structure



2-1-2 Natural Environment and Meteorological Conditions

Maldives is situated in the tropical monsoon climate zone where the temperature and humidity are high. The average annual temperature is in the range of 26°C to 29°C. The average annual humidity is 79%. Strong westerly winds prevail more than six months a year.

1988's annual rainfall was 1,770.6 m. During the same year there was 2,753.9 hours of sunshine, the average daily maximum temperature was 31.0°C, and the average daily lowest temperature was 25.9°C.

Maldives rely on rainwater and well water for drinking purposes. In Male', all well water, except for those wells located in the middle of the island, have a high salinity and emit strong odors probably caused by buried garbage. Such water is not suitable for drinking. For this reason, rainwater is a very important source of drinking water and it is recommended that water tanks be constructed to store the rainwater coming off the roofs of public buildings.

2-1-3 Government and Economy

After gaining its independence from Britain on July 26, 1965, the Maldives abolished its Sultan system and became a republic. President Maumoon Abdul Gayoom was elected to office in 1978. He is currently serving his third term. Legislative power is by a unicameral civil council named Citizens' Majlis that is made up of 40 councilors who are elected to office for five years by adult voters and 8 are nominated by the President (48 councilors in all).

With the recommendation of the council, administrative power is granted to the President who is elected to office for five years by popular vote. The President governs the country with the help of his Cabinet.

In Maldives, rural administration is enforced in 20 large rural administration districts of 20 atolls and 202 small rural administration districts for 202 islands. In this report "atolls" means rural atolls, excluding Male', and, in general, "atoll" means a rural district.

Maldives' economic growth over the past ten years has been astonishing. Since 1982 the GDP has been increasing at an average rate of 10% a year while the annual increase in population has been 3.2%. The per capita GNP for 1987 was about \$400. The major reason for this rapid economic growth is the growth of the tourist and fishing industries. 50% of the total amount of foreign currency earned in 1987 was attributable to the tourist industry. The foreign debt amounted to 114 million U.S. dollars in 1984, but, by 1988, this figure was reduced to 72.8 million U.S. dollars. The annual inflation rate of 10% is, however, having an adverse effect on the people.

In 1985, 111,911 people were over the age of 12. 51,429 of them were employed. For religious reasons, women do not seek outside employment. 28,209 of all women above the age of 12 were housewives during 1985.

2-1-4 Culture and Other Aspects

The official languages are Dhivehi and English. Dhivehi is a unique language made up of Sanskrit, Sinhara and Persian. The only religion practiced in Maldives is Islam. The currency is Rufiyaa (1 Rufiyaa equals 100 Laari). As of January 1990, 1 Rufiyaa was almost equivalent to 16 yen.

2-2 Outline of Related Projects

2-2-1 Outline of National Development Plan

The three objectives of the First National Development plan 1985-1987 were the improvement of living standards, balancing of economic and social situations in Male' and the atolls, and the attainment of greater self-reliance for future growth. In the Second National Development Plan 1988-1990, ten priority items were established to achieve those objectives. Three of the ten items directly related to the Project are as follows:

- (1) To provide better and balanced health and educational facilities throughout the country
- (2) To promote human resource development as a basis for national development
- (3) To promote the development of the atolls

The following three items are indirectly related to the Project:

- (1) To increase the level of income (especially in the atolls)
- (2) To accelerate the decentralization process
- (3) To relieve Male's overpopulation

The achievement of the National Development Plan depends solely on human resource development. This is the very important background of the Project.

The details of the items directly related to the Project are described below:

2-2-2 Relationship with Educational Policies

The Government of Maldives aims at a 10% GDP growth during the National Development Plan period. To attain this growth, it is expected that during this period the number of employed workers will increase from the 51,000 employed in 1984 to 58,000. Worker productivity has also

become an important subject.

In view of the above, the Government of Maldives established 14 themes for the development of human resources in the Second National Development Plan, they are:

- (1) Expansion of unified national primary education
- (2) Increase of aid to private schools and community run school
- (3) Equitable distribution of the educational budget
- (4) Attention to special groups, such as the handicapped
- (5) Expansion of teacher, technician, and government personnel training
- (6) Flexible mobilization of existing human resources
- (7) Integration of cultural and environmental aspects into the education curriculum
- (8) Introduction of work education starting from primary school
- (9) Development of Atoll Education Centres (AEC)
- (10) Strengthening of vocational training
- (11) Expansion and diversification of secondary school education
- (12) development of rural youth training programmes
- (13) Strengthening of adult education
- (14) Expansion of overseas training

The Ministry of Education urgently needs to establish a basic organization for carrying out themes (1), (4), (5), (6), (10), (13), and (14) in an attempt to achieve the objectives of the country's development plan. Thus, the Government of Maldives requested grant aid cooperation from the Government of Japan for the Project.

2-2-3 Relationship with Atoll Development Policies

The Government of Maldives established the following themes in the Second National Development Plan for promoting the development of the atolls and outer atolls:

- (1) To increase the level of development
- (2) To increase production, income, and employment
- (3) To raise the living standards of people living in the outer

atolls

- (4) To improve health care services
- (5) To develop the manpower necessary for atoll development
- (6) To train island and atoll level administrators to carry out development objectives efficiently
- (7) To provide basic infrastructure

As the balancing out of differences between Male' and the other islands will put a halt to Male''s social population increase, the Government of Maldives has attached significant importance to the matter.

2-2-4 Human Resource Development for Tourism

The Government of Maldives established the following human resources development themes to promote the further development of the tourist industry which already accounts for 17% of the GDP:

- (1) To conduct well-balanced human resources development with other sectors of industry, such as agriculture, fishery, food processing, etc.
- (2) To continuously promote the development of human resources in order to upgrade the quality of service to tourists and to meet the increasing demands of the tourist industry.

Expansion of language training courses to upgrade services related to tourism is one concern of the Project.

2-2-5 Health Information Dissemination

The Government of Maldives also plans to carry out re-education and workshop training programmes for the specialists who conduct health information dissemination services. The programmes are planned to be held at Project facilities.

2-2-6 Population and Land Problems

Population and land problems are closely related with the atoll policies mentioned previously. In the Urban Development Plan in the

Second National Development Plan, the land problem caused by the population increase in Male' is taken up as one of the country's most urgent problems. Land use problems in Male' are (1) the extremely high residential area use rate; (2) the scarcity of open spaces of land for recreational use; and (3) lack of public facilities. For these reasons, the Government of Maldives desires to build a multi-purpose public facility to be utilized for community activities.

Table 2-2-6(1) shows the housing condition in Maldives.

Table 2-2-6(1) Housing Condition in Maldives

	Male'	Atoll
Population in 1990	61,390	150,810
Population density per sq. Km	34,794	3,016
Number of houses in 1985	3,723	24,391
Number of rooms in 1985	19,350	98,438
Average room number per one house	5.0	3.9
Average number of persons in one room	3.17	1.5
Number of households in 1985	4,041	21,824
Average resident number per one family	15.2	6.9

2-3 Outline of Educational System

2-3-1 School Educational System

In Maldives, the public school educational system is divided into two large school groups: the primary schools for first through fifth grade students; and the secondary schools for sixth through twelfth grade students. The secondary schools are further divided into three groups: the middle schools for sixth and seventh grade students; the lower secondary schools for eight through tenth grade students and the higher secondary schools for eleventh and twelfth grade students.

In Male' there are four primary schools (Jamaaludheen, Thaajudheen, Iskandar, and Kalaafaanu), two middle schools (Majeediya and Aminiya), two higher secondary schools (Science Education Centre, and Institute for

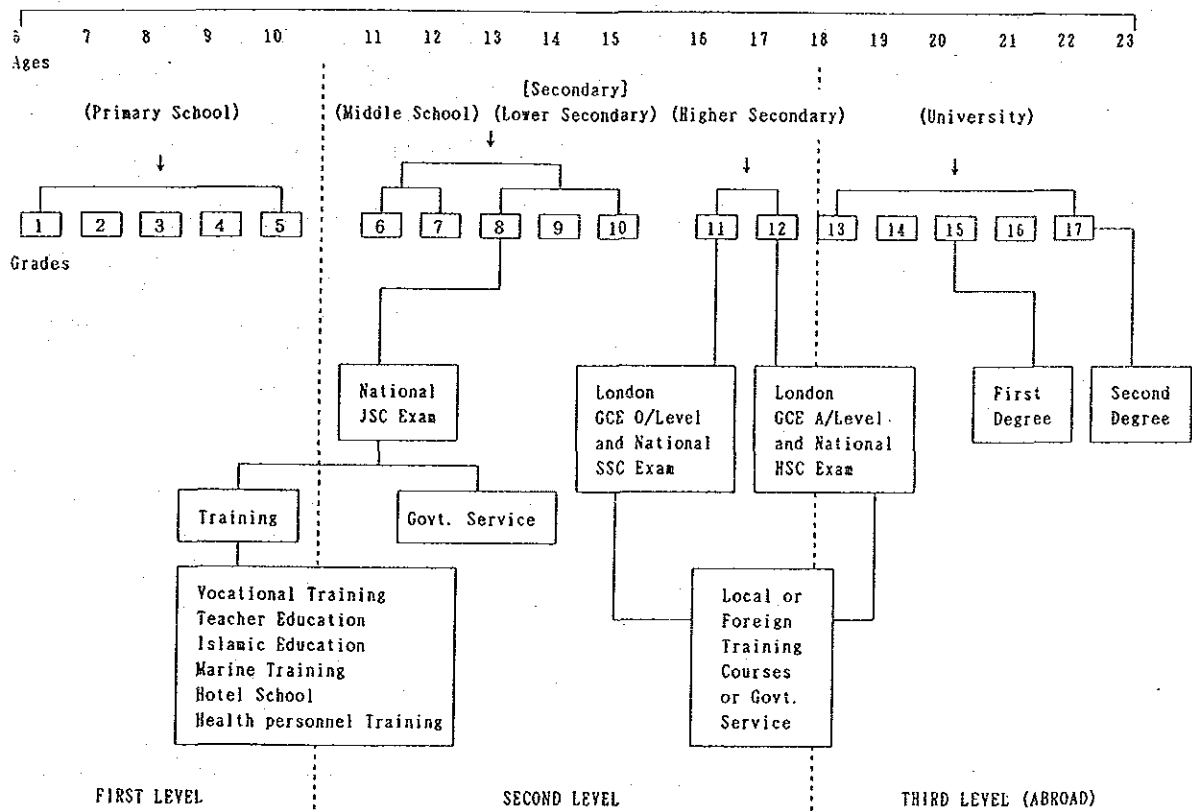
Islamic Studies). In the Science Education Centre (SEC), 50 to 100 students enroll annually.

In between the middle school and higher secondary school levels there are two institutions, the Vocational Training Centre (VTC) and the Institute for Teacher Education (ITE) (see Table 2-3-1(2)).

Private schools are also conducting primary and secondary education. In Male', the number of students attending private schools is almost equivalent to the number of students attending public schools (see Table 2-3-1(3)).

There are no universities in Maldives. Students desiring to receive university level education must go abroad (see Table 2-3-1(1)).

Table 2-3-1(1) Educational System in Maldives



Tabel 2-3-1 (2) Special Institutions in Maldives

Name of Institution	Number of Students	Description
Science Education Centre	101	The purpose of this centre is to prepare students for study abroad. The centre is presently similar to a preparatory school, but there are plans to upgrade the centre to an institute of higher education by providing general educational courses.
Vocational Training Centre	106 86 (RYVTC)	This centre was established with grant aid from the International Labour Organization (ILO) and the United Nations Development Programme (UNDP). In 1982, the centre's four branches (Rural Youth Vocational Training Centre (RYVTC)) were founded in four major atolls. At the centre in Male', seven courses are provided (welding, construction work, electrical work, machine repair, electronic equipment repair, air conditioning equipment repair, and marine engine repair). At RYVTC, courses in diesel engine repair, shipbuilding, garment and handicrafts, jewelry, woodcraft, and carpentry are given. The duration of each course is two years. The courses are taught in English and Dhivehi.
Institute for Teacher Education	195	This institution provides education to primary school teachers. Two-Year courses for atoll teacher education are given in Dhivehi. A one-year course for Male' teacher education is given in Dhivehi and English. To be eligible for the one-year course given in English, a student must have a General Certificate Examination level of "O." A Junior School Certificate is required for entry into courses taught in Dhivehi.

Note: Number of students at ITE is 1990 figure Others are 1988 figures.

Table 2-3-1 (3) Number of Primary and Secondary School Students in 1988

	Total	Public School	Private School
Maldives	55,187	21,687	33,800
Male'	18,189	8,674	9,515
Atoll	37,298	13,013	24,285

Table 2-3-1 (4) Number of Public School Students in Male'

Name of School	Number of Students
Aminiya Secondary School	1,785
Majeediya Secondary School	1,771
Iskandar Primary School	1,918
Jamaaludheen Primary School	2,651

Note: Thaajudheen Primary School and Kalaafaanu Primary School were under construction in 1988.

Middle school graduates can take a test named JSC(Junior School Certificate) which is carried out by the Ministry of Education. Lower Secondary School graduates can take a SSC(Secondary School Certificate) test by the Ministry of Education and/or a GCE(General Certificate Examination) "O" level test by London University. Higher Secondary graduates can take HSC(Higher School Certificate) test and/or GCE"O" level test.

In Male', the child population has been growing not only as a natural increase (accretion) but as a social increase. The reason for this is that there are many atoll residents who send their children to relatives living in Male' for educational reasons. They believe that their children can not receive a proper education in the atolls and want them to attend public schools having good facilities. However, because of overcrowding, many of the atoll children must attend private schools.

In the newly built Thaajudheen Primary School and Kalaafaanu Primary School about thirty percent of the students are children from the atolls. Because of these two new schools a few lucky atoll children can now attend public schools.

The current enthusiasm for obtaining an education is creating serious educational facility shortages.

Table 2-3-1(4) shows the number of public school students.

Under the above circumstances, a detailed plan for expanding education facilities in the atolls has been incorporated in the National Development Plan and, at the secondary education level, construction of an Atoll Education Centre in each atoll has been progressing.

In the Second National Development Plan, the Government of Maldives wants to give the Junior School Certificate (JSC) examination in 1990 to the students on 17 atolls who have completed seven years of education.

2-3-2 Social Education Activities

In Maldives, social education carries out a part of the country's education and supplements school education. Because of the small population and geographical peculiarity of the country, social education, which includes sports activities, plays an important part in the education system.

The present educational system in Maldives is outlined below, and is focused mainly on the relationship of social education with school education in Male'.

(1) Physical Education

1) Physical Education in Primary and Secondary Schools

Physical education is an important part of school education as it concerns the building of strong, healthy bodies in general. However, due to the lack of appropriate facilities to accommodate the high number of students, only physical exercises and ball-playing games are conducted. The lack of facilities coupled with the shortage of teachers prevents physical education from being carried out effectively.

There is no school with a gymnasium in Maldives. There are some schools which has a hall. However, only music education, mass games that are accompanied by music, and morning meetings are planned to be held at the halls (see Appendix). Only at the Karaafaanu Primary School (built with grant aid from Japan in 1988) is the hall used for sporting events, such as badminton. Halls at other schools are not used for physical education (low ceiling heights and concrete floors prevent such use). Further, there are no schools having athletic fields that can be used for track games. These are reasons why it is very difficult to introduce school physical education programmes.

Soccer and volleyball are presently very popular as youth sport club

activities. Children can often be seen playing soccer at reclaimed land areas and in empty lots.

There is only one indoor stadium in Male' where badminton and table tennis can be played. No other types of sports are played in this stadium.

Under the command of the Minister of Education, the Ministry of Education, with the cooperation of the Ministry of Home Affairs and Sports and the Maldives Olympic Association, is planning to introduce gymnastics as a part of school education and is in need of a gymnasium.

About one half of the school age children attend private schools. And these schools have no gymnasiums nor halls.

Private school students are obliged to study in overcrowded classrooms. Although it will be difficult to provide these students with physical education that is on the same level provided to public school students, certain improvements are expected in view of the government's equal educational opportunity programme.

2) Physical Education Activities at the Youth Centre

Because of the high youth population in Maldives, the National Youth Centre was established to provide appropriate extracurricular activities (physical and mental). To provide the youth with cultural, social, recreational and literary activities is the main objective of the centre.

The centre formerly came under the Ministry of Education, however, due to its importance, it now comes under direct control of the President's Office.

The centre, rather than being used for the development of manpower, will prove to be important in helping to improve the country's living standard, intellectually motivate the youth, and supplement compulsory education.

Members of JOCV (Japan overseas Cooperation Volunteers) are presently training the Maldives' national volleyball team. Coaching of table tennis is occasionally conducted by the members.

3) Sport Activities

a. Youth Club Activities

In various communities and business circles sports club activities are very popular. In Male' alone, there are 140 such clubs. Each club has from 30 to 150 members.

Although physical educational activities are very limited at schools because of the lack of proper facilities and teachers, youth clubs provides its members with the opportunity to participate in soccer, basketball, volleyball, badminton and table tennis matches. Unfortunately, space to conduct sporting events is hard to find -- practically every outdoor space is being used as a training ground.

Club members are particularly fond of playing soccer and cricket but these sports require large playing fields, but, due to the growing population in Male', the fields are gradually being taken over for building construction. Because of this situation, consideration is being given to the introduction of sports requiring smaller spaces.

The existing sports facilities frequently utilized by the youth clubs are under the control of the Ministry of Home Affairs and Sports.

b. Cub Scout and Brownie Activities

At every primary school in Male', Cub Scout and Brownie activities are carried out enthusiastically as a part of the educational programme. Through these activities children learn discipline, engage in sports and field training, and obtain important experience that is not provided in classrooms. At each primary school, Cub Scout and Brownie members practice close-order drills in the school hall or schoolyard.

The facilities in Male' that can be used for sports activities are shown in Table 2-3-2(1). If fully booked for club activities, only 20% of the 140 club teams can get to use the facilities once a day.

(2) Vocational Education Activities

1) Tourism and Language Training Activities

Nearly 156,000 tourists visited Maldives in 1988. Income from tourism, the country's major industry, represents 17.4% of the country's GDP and 21.1% of its tax revenue.

The fourth largest group of tourists visiting Maldives come from Japan. Every year more than 11,000 Japanese travel to Maldives and, in doing so, contribute to the Maldives' economy.

At one time, English, French, German, Italian, and Japanese languages were taught at the hotel school in Male' (Sousange). However, due to the lack of facilities and qualified language teachers, only English is currently being taught by European volunteers. Japanese language lessons were given by a JOCV member, but when the teacher left the country a replacement could not be found and the lessons had to be discontinued.

There are three classrooms in the Hotel School. Apart from holding language classes for future hotel employees, the classrooms are used for holding vocational training courses etc. It is difficult, therefore, to set up a definite schedule for teaching English to the general public.

The English language is used in the teaching of the following six vocational training courses -- the UNDP provides financial support for this training: catering; kitchen; front office; maintenance; public relations; and accounting.

Initially, the English language courses given at the hotel school were for preparing trainees to receive the hotel training that was conducted using English. Presently, the hotel school offers their

Tabel 2-3-2 (1) List of Sports Facilities in Male'

Organizaton	Facility
a) National Youth Centre	National Volleyball and table tennis teams are being trained here. The centre is equipped with 3 indoor table tennis sets and 1 concret outdoor volleyball court.
b) Indoor Stadium	2 indoor badminton courts. 3 indoor table tennis sets, and 1 outdoor tennis court.
c) Kalaafaanu School	1 indoor badminton court
d) Basketball Stadium (outdoor temporary facility)	The stadium's 2 basketball courts are on the project site; they will be removed prior to Project construction.
e) Soccer Stadium	This is presently the largest outdoor stadium. It is also being used to hold track and field events and mass games.

Tabel 2-3-2 (2) Number of Resort Hotel Employees

Section or Duty	1987		1988	
	Maldivians	Foreigners	Maldivians	Foreigners
Front Desk	224	106	243	135
Porter Catering	799	99	958	164
Food service	259	5	428	99
Maintenance	406	7	520	54
Transportation	759	9	718	15
Power House	192	19	189	62
Male' Office Workers	193	24	448	12
Diving Schools	45	137	30	216
Others	202	88	568	182
Total	3079	494	4102	939

Sources: Ministry of Tourism

Tabel 2-3-2 (3) Number of Estimated Employees Working in Tourism Related Businesses

Type of Business	No. of Establishments	No. of Employees
Souvenir shops	65	195
Travel Agents/Airlines.	25	200
Shipping/Taxis	80	160
Others	50	150

English language courses to willing individuals as well as to aspiring future hotel employees. The courses were, however, not originally planned as language training courses.

Although the hotel school offers its courses to other than future hotel employees, they do not have enough facilities to accommodate all the applicants from the tourism related sector.

Presently, there is a need to provide 5,000 people with language training in Maldives; this figure increases each year (see Tables 2-3-2(2) and 2-3-2(3))

The hotel school is the only institution where the general public can take language courses. But, due to the lack of facilities and instructors, they cannot accept all the applicants anxious to enroll in the courses. Furthermore, at the present time there are no other language courses than English.

2) Training of Government Officers

Various training programmes are conducted by the Ministry of Education and other Ministries.

An objective of the Second National Development Plan 1988-1990 is to provide higher quality education to develop manpower through the expansion of vocational trainings of government officers.

As a part of this training programme, the Ministry of Education and the Ministry of Atolls Administration are training island officials and administrators.* The Ministry of Justice is training its judges.** However, due to the lack of training facilities, it is difficult to give periodical training courses. Furthermore, some training course of the Ministry of Education and the President's Office can only be given once every few year. And, as rule, private citizens cannot participate in these training programmes.

Tables 2-3-2(4) and 2-3-2(5) show the government officer training courses presently being conducted and the facilities being used for these courses.

Table 2-3-2(4) Facilities Used for Government Officer Training

<p>a) Ghaazee Building (Joint Govt. bldg.) Conference Room</p>	<p>47 ft (14 m) x 40 ft (12 m). It can accommodate up to 200 people. However, when used for seminars or workshop, it can only accommodate from 60 to 70 people. The building has 4 floors. Ten ministries and agencies such as the Ministry of Education and the Ministry of Planning and Environment are located here.</p>
<p>b) Islamic Centre Classrooms</p>	<p>There is a hall for 400 people. For seminars, 100-120 people can be seated. There is a total of five rooms that can accommodate either 26 or 48 people (altogether, 156 people can use the rooms at one time). The facility is mostly used for holding religious events and weddings. At other times the building is used for the training of government officers. A fee is charged for the use of this Centre.</p>
<p>c) Educational Development Centre (EDC) and Non-formal Education Unit (NFEU) Classrooms</p>	<p>The EDC is a central organization for planning various educational programmes, preparing the school curriculum, and coordinating educational programmes among the various ministries using the mass media. The NFEU is the organization responsible for conducting non-formal education programmes, and atoll education and training programmes. It is located in the same building as the EDC. The building has a typewriting room for 22 people, a Dhivehi typewriting room for 21 people, an ordinary classroom for 22 people, a prefab outdoor classroom, and a management office. The following courses are presently being taught: Dhivehi, English, Islam, mathematics, bookkeeping (in English), shorthand, and atoll officers' training. There are presently 22 positions open at the EDC; they are not filled due to the lack of facilities.</p>
<p>d) Others</p>	<p>Although school halls and classrooms may be used for the training of government officers (see Appendix 6), they are not suitable for regular training or seminars. According to interviews with head officials and vice-principals of schools, it is their wish to have those sessions conducted elsewhere as they interfere with the school's own plans.</p>

*: Atolls Administration: The 20 atolls come under the control of the Ministry of Atolls Administration. The Atolls Administration. The atolls are divided into a northern group and a southern group. Altogether there are 202 inhabited islands, each having its own Island Chief.

** : Court of Justice: There are 210 courthouses in Maldives -- 8 are in Male' and one on each of the 202 inhabited islands. There is also a court of justice and a military court in Male'. In 1988, 55 trials were held in the high court and 7,405 were held in other courts.

Table 2-3-2(5) Government's Present Training Programmes

Responsible Ministry or Agency	Subject
Ministry of Atolls Administration and Ministry of Education	<ul style="list-style-type: none"> • Intensive English for Island Chiefs • Training Course for Atoll & Island Office Staff • Atoll Government Officials English Course
Ministry of Planning and Environment	<ul style="list-style-type: none"> • Project Planning • Project Monitoring and Evaluation
Presidents's Office	<ul style="list-style-type: none"> • Induction Training • Secretarial Training
Ministry of Justice	<ul style="list-style-type: none"> • Training Course for Judges
Ministry of Education	<ul style="list-style-type: none"> • LCC Level I & II • Shorthand and Typing • Thaana Arabic Calligraphy • Teaching English • Thaana Typing • Government Officials English I & II

3) Training at the National Youth Centre

Other than sports, such subjects as embroidery, needlework, ready-made garment and photography are taught at the centre. These course can be interpreted as being both work and education and as a means for improving living standards.

The centre has a workshop equipped with 15 old-fashioned sewing machines, a classroom that can seat 30 people, a meeting with 10 seats, a storage room that is also used as a photo studio/darkroom, and a management office.

The centre presently offers three courses: a three month course in basic ready-made garment making for atoll residents; a ten month embroidery; and needlework course. These course teach basic skills, but there is a plan to offer advanced courses in handicraft, ready-made garment, and embroidery design.

The photography course that is taught by a member of JOCV can only handle ten students. Last year there were thirty applicants. The course covers a six month period and, depending on the number of applicants, is given in from three to six classes. Last year the classes were held from 16:00 to 18:00 and from 20:00 to 22:00 once a week.

There is presently no photography studio, but there are two black-and-white and two colour photograph developing and printing equipment units in a darkroom. Four trainees can work simultaneously in the darkroom. The darkroom is located in a warehouse; the JOCV member indicated that the room was inconvenient to use and that there wasn't enough space to classify developed photos.

In July 1990 a replacement for the present JOCV member will arrive. At that time it is anticipated that the darkroom will be expanded and a new photo studio will be built. Once the work is completed, it is planned to hold basic and advanced photography courses. Each course will be taken by fifteen students.

(3) Dissemination of Information

1) Public Health and Hygiene Education Activities

In general, public health and hygiene education which is also advocated as a part of PHC by the World Health Organization (WHO) are subjects of utmost importance in developing countries. In Maldives,

the Ministry of Health and Welfare, with the help of WHO and UNICEF, is in charge of this matter.

To conduct the public health and hygiene educational programme, the Allied Health Service Training Centre (AHSTC) was set up in 1973 to provide related information to those people engaged in the medical services, to government officers working in this sector, and to the general public.

AHSTC has three classrooms, a training room, a library, and a printing room. AHSTC, a medical educational institution that is under the direct control of the Ministry of Health and Welfare, conducts nine formal training courses. The facilities available to them are fully utilized.

AHSTC is actively providing health and hygiene information to the general public by means of radio and television, pamphlets, and posters. Subjects related to AIDS, family planning, water hygiene, child raising, and first aid treatment are taught through drama and discussion programmes. These programmes are a great success.

Health and hygiene education seminars are held at least once every one or two months for the residents of Male'. These seminars are conducted with help from WHO and UNICEF.

AHSTC is vigorously pursuing direct conversation type lectures and meetings for the health and hygiene education of the general public. But, due to the lack of facilities, it is extremely difficult to carry out this method of training. As it is, a school hall must be borrowed to hold the lectures and meetings.

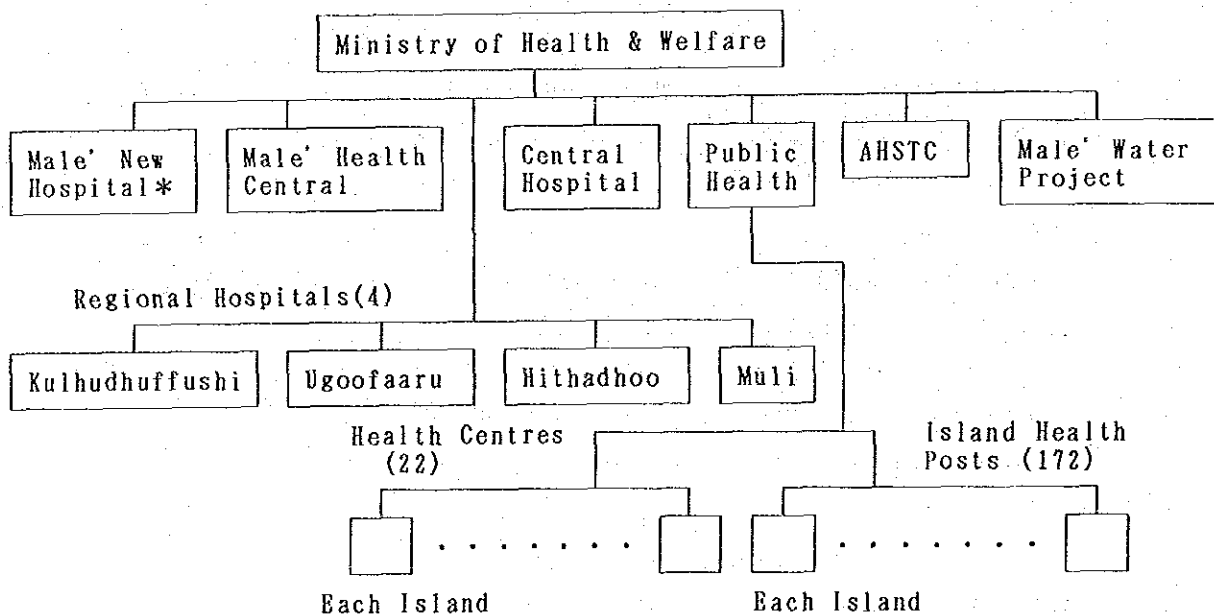
AHSTC also provides nine specialists training courses geared to educate community health workers*, practical nurses, assistant pharmacists, ambulance men, and midwives.

Table 2-3-2(6) shows the organizational structures of the agencies related with health and hygiene matters.

* : Community Health Worker: After graduating from a lower secondary and completing an 18 month work training course, the trainee is given a qualification certificate by AHSTC. Community Health Workers are civil servants and work at any of the 22 health centres located throughout the country.

** : Family Health Worker: Any person over the age of 18 may be qualified as a Family Health Worker by AHSTC after undergoing training for 6 months. Family Health Workers are civil servants and work at any of the 172 public health centre located throughout the country.

Chart 2-3-2(6) Organization of Health Administration



* : under construction by the aid from India

2-4 Outline of the Request

2-4-1 Background of the Request

Other than the tourist and fishery industries, there are practically no other industries in Maldives. For future national development, the development of human resources is of utmost importance.

For national development, the Government of Maldives has given highest priority to the development of human resources.

In view of the above background, the Government of Maldives requested grant aid cooperation from the Government of Japan for the "Establishment of a National Centre for Cultural Training and Promotion" the prime objective of which is the development of human resources.

In response to the Government of Maldives' request, the Government of Japan sent a Project Formulation Survey Team for the grant aid program to Maldives from June 29 to July 10, 1989 in order to confirm the country's situations, background and contents of the request. The team also had to learn what Maldives' organization or agency would be responsible for the requested project, and had to evaluate the appropriateness of the project and determine the boundary and contents of the grant aid programme.

As a result of the above survey, the Team confirmed the following items:

2-4-2 Contents of the Request

(1) Training Courses

Table 2-4-2(1) lists the training courses the Government of Maldives plans to conduct in completed Project facilities. The list was presented to the Project Formulation Survey Team by the Maldives' when they visited the country.

(2) Management Organization

A new organization will be established in the President's office to manage Project facilities as shown in Table 2-4-2(2).

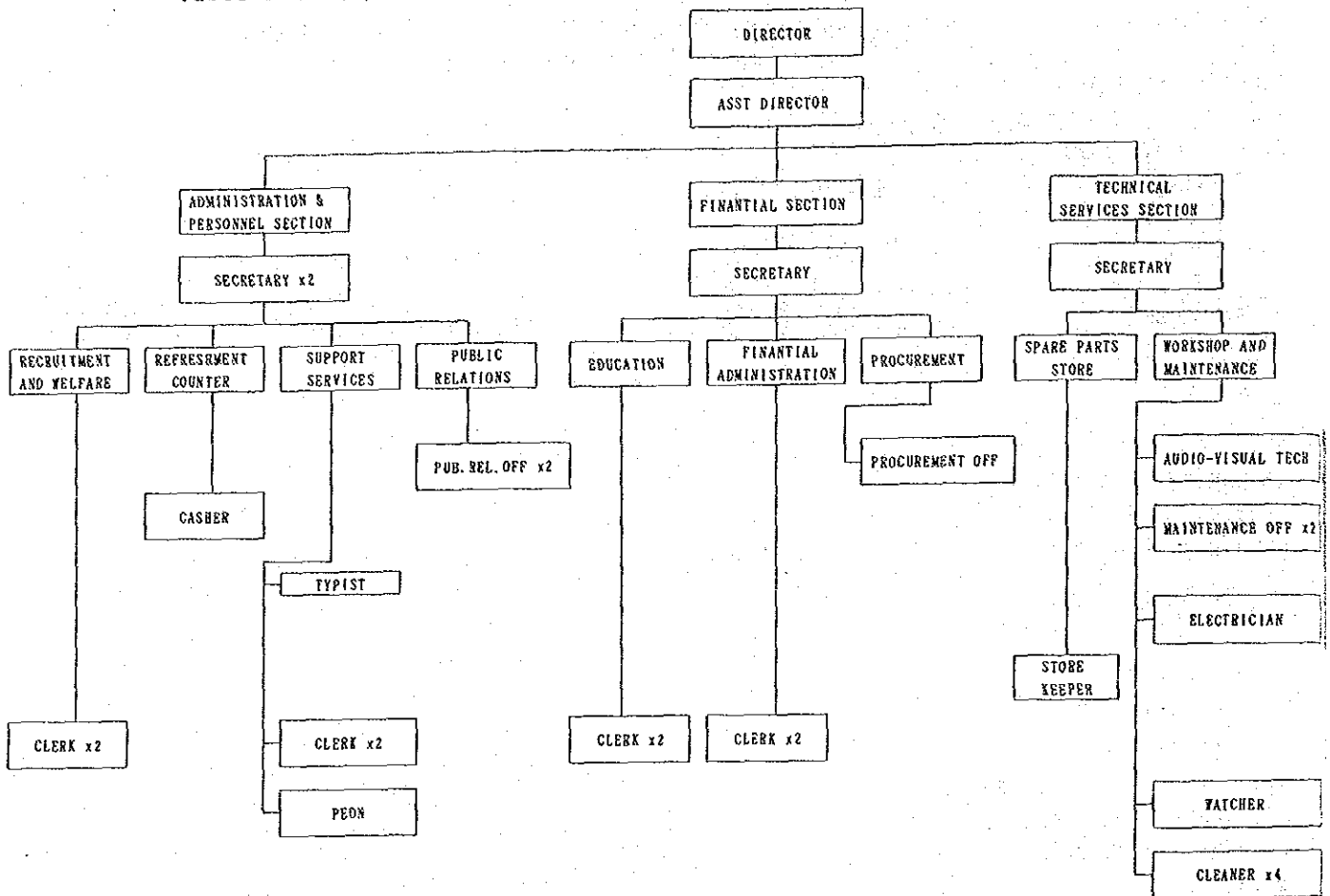
Tabel 2-4-2 (1) List of Training Courses (1 of 2)

Activity and Responsible Agency	No. of Participants	Duration of Activity/Training	Frequency per Year	No. of Instructors	Equipment/Furniture	
GYMNASTICS						
-Ministry of Education	600	Academic year		2 JOCV	Facilities necessary for gymnastics	
-Youth Centre	50	6 months	2 courses 2 hrs per day			
EXAMINATIONS						
-Ministry of Education	1000	45 days in Jan. & June			Desks & chairs	
	1000	14 days in Dec.				
	200	10 days in April & September				
HEALTH INFORMATION DISSEMINATION						
-Ministry of Health & Welfare to General Public	500	5 hours	24	2 UN + Jap. Expert	Audio-visual Facilities	
to Specialized Groups	25	5 hours	96	3 UN		
GOVERNMENT OFFICERS TRAINING						
-Atoll Administration	40	3 months	4		Classroom & audio-visual facilities	
-Planning & Environment	20+30	1 month	1	3 UN		
-President's Office Secretary Training	50	12 weeks	3	4 local		
Clerical Training	50	8 weeks	3	2 local		
Training for New Recruits	100	2 weeks	2	2 local		
-Justice	30	2 months	2	6 local		
-Education	12 courses					
DESIGNING OF HANDICRAFTS AND READYMADE GARMENT INCLUDING EMBROIDERY						
-Ministry of Trade and Industries	18	3 months	4	2 UN & bilateral		Machinery necessary for designing of embroidery handi-crafts & tailoring
-Youth Centre	25+25	4 months	2 courses 3 per day	2+2 UN & JOCV		

Table 2-4-2 (1) List of Training Courses (2 of 2)

Activity and Responsible Agency	No. of Participants	Duration of Activity/Training	Frequency per Year	No. of Instructors	Equipment/Furniture
LANGUAGE TRAINING					
-Ministry of Education	18 courses				
-Ministry of Tourism					
English	40	1 year	2 hrs/wk	1 UN & bilateral	Language Lab.
German	25	1 year	2 hrs/wk	1 UN & bilateral	
Japanese	15+20	1 year	2 & 4 hrs/wk	1 JOCV	
French	40	1 year	1 hrs/wk	1 UN & bilateral	
PHOTOGRAPHY AND COLOUR PRINTING					
-Youth Centre	20	1 year	3 courses for 3 sets of students 2-6 hrs per day	1 JOCV	Photography equipment
OTHER FUNCTIONS					
-National events such as ceremonial functions, meetings, seminars & workshops.	800				Desks & chairs

Table 2-4-2(2) Management Plan of Project Facilities



(3) Management Costs

Costs necessary to manage Project facilities are estimated as below.

Table 2-4-2(3) Annual Budget for Project Facilities Management

	in Rufiyaa
Salaries	320,000
Expendable items	100,000
Maintenance	500,000
Operational costs	580,000
Total	1,500,000

(4) Summary of Requested Facilities and Equipment

The major facilities and equipment requested are as follows:

1) Building

- a. Multi-purpose Hall (Capacity 1,200 with backstage and storage)
- b. Administration
- c. Seminar Room (Capacity 200)
- d. Classroom (10 rooms with capacity 30)

2) Equipment

a. Multi-purpose Hall

- (a) 1,200 suitable demountable chairs and desks
- (b) Demountable gymnastics equipment
- (c) Suitable public address system
- (d) Suitable projector and other audio-visual equipment
- (e) Extendible stage with necessary suitable lighting systems, etc.
- (f) 100 seats for the bleachers.

b. Class Rooms

- (a) 300 class room desks and chairs
- (b) 12 chalk boards and display boards
- (c) 12 storage and shelving systems
- (e) 5 overhead projectors and other required audiovisual equipment.

c. Darkroom and Photography Laboratory

Necessary suitable equipment for the above.

d. Administrative Offices

- (a) 12 office desks, chairs and storage system
- (b) Suitable copying and duplicating equipment
- (c) Suitable filing system

(d) Suitable furniture for waiting room.

(5) Technical Cooperation

The Government of Maldives has requested technical assistance from UNDP and the Government of Japan to conduct educational programmes in Project facilities. Table 2-4-2(4) lists the courses requiring technical assistance and indicators, the number of volunteers and specialists needed to provide instructions.

Table 2-4-2(4) Courses Requiring Technical Cooperation and the Number of Volunteers and Specialists Needed

Name of Course	Japanese Technical Cooperation		UNDP's Technical Cooperation
	JOCV	Specialist	Specialist
1. Gymnastics	2		
2. National Examination			
3. Health Information Dissemination		1	5 (short term)
4. Government Officers' Training			3 (short term)
5. Design of Handicraft Items and Ready-made Garments	2		4 (short term)
6. Language Training	1		3 (short term)
7. Photography	1		

CHAPTER 3 OUTLINE OF THE PROJECT

CHAPTER 3 OUTLINE OF THE PROJECT

3-1 Objective of the Project

The prime objective of the Project is to construct the facilities in Male' that will be the centre of various educational activities aimed at enhancing human resources development in Maldives.

At Project facilities the development of physical education, the development of manpower through vocational training, and the dissemination of health and hygiene information will be carried out as a part of the social education programme.

3-2 Study and Examination on the Request

3-2-1 Examination of the Appropriateness and Necessity for Providing Social Education

The appropriateness and necessity for providing social education at the Project facilities were examined to ascertain what effects would be achieved if the Project was funded by grant aid from the Government of Japan.

(1) Physical Education

1) Physical Education at Public Schools

It would be ideal if each public school in Male' had its own gymnasium (multipurpose hall), but, due to the limited land area, the port bearing ground conditions, and the lack of funds, this is not to be the case. Thus, the Ministry of Education plans to introduce a programme whereby physical education will be provided to public school children by utilizing the Project's multipurpose hall on a two-shift basis (morning and afternoon classes). By this method, each child from each school will be able to participate in the physical education programme once a month. As the public schools are already operating on a two-shift basis, no problems will be encountered in having the children travel from their schools to the hall.

Private school children will not be able to use the Project hall during their regular class days, but they will be able to use it for extracurricular sports or gymnastic activities.

From the above, it can be seen that the Project hall will be very useful as a common facility for providing physical education.

Sports activities are presently very popular in Maldives, but, as there are no physical education courses provided during the regular school day, they can only be participated in as extracurricular activities. There are not enough teachers and facilities to enable Maldives' children to receive the type of physical education provided at Japanese schools.

In view of the existing circumstances, it might be appropriate to conduct the physical education courses for children as a part of the social education programme.

For regular school day physical education, it would be desirable to hold classes in gymnastics. Sports, such as basketball and volleyball, can be participated in as extracurricular activities. To adopt this means of providing physical education for the children of Maldives would help to alleviate the problems caused by the insufficient number of teachers and would allow each child to chose whether or not to indulge in after school sports activities.

It is anticipated that JOCV will actively provide sports instructions to Maldivian physical education teachers.

2) Youth Centre Activities

Coached volleyball games are played at the Youth Centre. However, as the outdoor volleyball court is made of concrete, players may develop knee problems.

3) Youth Club Activities and Others

School curriculums limit sports activities to mass games. However,

as described in Section 2-3-1(3), the extracurricular sports activities supervised by qualified coaches at youth clubs are extremely popular. Soccer is the most popular sport.

JOCV members will be able to train volleyball and basketball coaches if indoor courts (courts not affected by wind) are available.

Many of the youths who belong to sports clubs are unable to use public sports facilities frequently; they are obliged to use any available open space for sports practice.

Private school students receive no physical education training. For them to participate in sports activities they must join youth sports clubs. For this reason, if a facility is built that can be used for youth sport activities, private school children will be able to go there. This will alleviate the existing inequalities in the provision of physical education to private school children.

Youth sports activities should be considered as an extension of the school physical education programme. School physical education is under the jurisdiction of the Ministry of Education. When the programme is evaluated, youth sports activities should be taken into consideration.

At each school, Boy Scout and Brownie activities are carried out once or twice a week as extracurricular programmes. These programmes are similar to it enables the members to meet other school children, particularly these from the atolls.

The country's future prosperity depends upon today's youth; their healthy growth is of primary importance. With this thought in mind, it is easy to understand the need of having a good physical education programme. Therefore, physical education is considered to be a major factor in the determination of the scales of Project facilities.

(2) Vocational Education

In social and economic aspects in Maldives, the shortage of skilled manpower with specific knowledge in a field is becoming more and more

remarkable. The lack of manpower is presently being covered by foreigners. The objectives of the Government of Maldives are to improve the situation and actively promote the education of those people responsible for the country's future. For those skills that cannot be acquired in primary and lower secondary school education, the National Development Plan sets out to accomplish this through a government officers' training programme. The outline of this training programme is shown in through Table 3-2-1(1) to (5).

Training is not only to provide to government officers. In order to develop manpower for the tourist industry, which is important in sustaining the country's economy, the Ministry of Tourism is conducting language training and the Youth Centre is conducting various vocational education (see Table 3-2-1(6), (7), and (8)).

1) Ministry of Education, Ministry of Atolls Administration --Intensive English Courses for Island Chiefs and Training for Atoll Officials

These courses are presently being conducted within the facilities of the EDC. All transportation fees from the atolls are borne by the Ministry of Atolls Administration. The Ministry of Education provides the facilities and instructors. Atoll officers' training will be given to 30 trainees four times a year. Each training period will last 3 months. During a year's time, 120 people will receive this training. Although 1,600 atoll officers are expected to undergo training, the Ministry of Education does not regard this as a great number. Chiefs from 202 islands will receive training. Each training session will consist of twenty island chiefs.

As tourism is spreading from the islands near Male' to the atolls, it is necessary for island chiefs and atoll officers who control these places to have at least a minimum knowledge of English. Such being the situation, the Ministry of Education is conducting an intensive English language course. The education of people for the development of the atolls is an important theme in the National Development Plan, and is an important factor in Project construction.

Table 3-2-1(1) shows the outline of the training programme.

Table 3-2-1(1). Outline of Training Programme (Ministry of Atolls Administration + Ministry of Education)

Name of the Course/Activity	Trainees/Participants (age, level, etc)	Outline of the Course/Activity	Number of Trainees/Participants	Course Duration Desired Frequency
Intensive English for Island Chiefs	Island Chiefs	Trainees will be selected by the Ministry.	20	4h/day 1 month
Training Course for Atoll & Island Office Staff	Atoll & Island Office Staff	same as above	120	6h/day 3 months

2) Ministry of Planning and Environment -- Officers' In-Service Training

The following five courses are planned to be given in the Project facility centre: Project Planning; Project Evaluation; Microcomputer Training, Packaged Software Training; Statistics. As there are no universities in Maldives, this training can only be conducted in the form of "in-service training," thus, a facility is needed that can allow giving regular courses on an annual basis. These training courses are presently being conducted in the Government Building's conference room, and in the classrooms of the Islamic Centre. However, as these facilities are also being used by various ministries and agencies, it is difficult to set up a regular training schedule. The Government Building only has one conference room and there are plans to convert it into an office. This will cause more difficulties in obtaining training space. As the training courses take up only a short period of time, the classroom in the Project facility may also be utilized by other ministries.

The purpose of these courses is to develop the leading manpower for the National Development Plan. This will be a factor in establishing the scale of the Project facility.

Table 3-2-1(2) shows the outline of the training programme.

3) President's Office -- Officers' In-Service Training

Three training courses will be conducted at the Project facility (Centre). Induction Training for new employees is given to those people who have received GCE "O" level or "A" level education. The actual number of people who received the training in 1988 was 102. There are 3,500 employees of which 610 are Administrative Officers'. During a year's time, 300 people become ministry employees and 300 people leave the ministries. The two other courses are: Secretarial Training for 120 people; Clerical Training for 300 people.

The training is for young government officers who will be responsible for the country's future. As the objective of the training is to develop manpower, this will be a factor in deciding the scale of

Table 3-2-1(2) Outline of Training Programme (Ministry of Planning and Environment)

Name of the Course/Activity	Trainees/Participants (age, level, etc)	Outline of the Course/Activity	Number of Trainees/Participants	Course Duration Desired Frequency
Project Planning	Junior/Intermediate personnel (Asst. Project Officers, Project Officers etc.) involved in the identification, formulation and prioritization of development projects. Age: 18-30 years Level: GCE "0" level "A" level or relevant experience. Selected from Government sectoral ministries/offices in Male	The course is aimed at improving the planning capabilities of personnel in Government ministries and offices. Instruction is given in English, by expatriate trainers, assisted by senior officials of the MPE. Course outline: <ul style="list-style-type: none"> National development policies and strategies National and sectoral objectives and targets The process of formulation of the 3-year National Development Plans Needs assessment, project identification, formulation and prioritization Resource requirements, assessment and allocation Preparation of project proposals, documents, etc. Preparation of project workplans and monitoring & evaluation schedules. 	30	5h/day 2 weeks
Project Monitoring & Evaluation	Junior/Intermediate personnel (Asst. Project Officers, Project Officers etc.) involved in the implementation, monitoring & evaluation of development projects. Age: 18-30 years Level: GCE "0" level "A" level or relevant experience. Selected from Government sectoral ministries/offices in Male	The course is aimed at improving the monitoring and evaluation of development projects implemented in the country. Instruction is given in English by expatriate trainers, assisted by senior officials of the MPE. Course outline: <ul style="list-style-type: none"> National development policies and strategies National and sectoral objectives and targets The Project cycle and the need for monitoring & evaluation Monitoring & evaluation techniques Existing system of monitoring Preparation (using computers) of work/plans and quarterly progress reports 	30	5h/day 2 weeks
Training Course on Microcomputer	20 - 30 years GCE "0" level	-	20	6h/day 1 month
Introductory Course on Selected Packages for Microcomputer User	20 - 30 years GCE "0" level	-	25	6h/day 1 month
Statistics Courses	20 - 35 years GCE "0" level	-	25	6h/day 1 month

Table 3-2-1(8) Outline of Government Officers' Training Programme (President's Office)

Name of the Course/Activity	Trainees/Participants (age, level, etc)	Outline of the Course/Activity	Number of Trainees/Participants	Course Duration Desired Frequency
Clerical Training Course	16 - 20 years	This is an in-service training course aimed at furthering the Clerical Skills of recent recruits in the Government Services who are clerks or those in this category. The main areas covered are: - General calligraphy - Communications skills - Office procedures	300	5h/day 2 months
Secretarial Training Course	15 - 30 years Secretaries English Secretaries Administrative Office Others at the same level	This is an in-service training course aimed at administrative uniformity in the Civil Service. The areas covered in the course are: - Communications skills - Office procedures - Personnel administration - Financial management - Employee relations	120	5h/day 3 months
Induction Training Course	16 - 25 years GCE "O" level or GCE "A" level	This course is aimed at recruiting new Civil Service employees from students leaving schools after GCE O/L and GCE A/L. The areas covered in the course are: - Government and Government Service - Office regulations - Personnel rules of the Government - Training and development in Government Service	200	5h/day 14 months

the centre.

Table 3-2-1(3) shows the outline of training programme by the President's Office.

4) Ministry of Justice -- Judges' In-Service Training

Upon the completion of the Centre, judges' training classes will be held daily for 3 hours in the morning and 3 hours in the afternoon for a period of two months. There are 210 judges in Maldives. Training will be given to those young judges who have three or four years experience. Most of these judges are on official duty on the atolls. Judges' training is presently being conducted in the hall of the Islamic Centre. However, as this is a place of worship, a more appropriate place for conducting the training is deemed to be necessary.

The training of atoll judges is an essential part of the National Development Plan and it will be a factor for determining the scale of the Project Centre.

Table 3-2-1(4) shows the outline of training programme by the Ministry of Justice.

5) Ministry of Education -- Officers In-Service Training

Some of the training courses now being conducted at the EDC/NFEU will be taught at the Project centre. In order to avoid wasting time, similar type courses will be held in one facility. In particular, the language courses will be held in the new Centre. The typewriters on hand will be used. English language courses will fully utilize LL equipment.

Table 3-2-1(5) shows the outline of officers' in-service training programme.

Table 3-2-1(4) Outline of Government Officers' Training Programme (Ministry of Justice)

Name of the Course/Activity	Trainees/Participants (age, level, etc)	Outline of the Course/Activity	Number of Trainees/Participants	Course Duration Desired Frequency
Training Course for Judges	Above 25 years. certificate for a Judge. Judge should be in Government service.	The training course will be from 9.00 AM to 11.40 AM daily. It will be taught by six different teachers. The lectures will be given about 3 days a week which is decided. The trainees will be given six different information as follows: 1. Shariath 2. Law 3. Administration 4. Writing of statements of shariath 5. Giving lectures 6. Giving information about different courts. The trainees will be given different kinds of scripts for different subjects.	60	3h/day 2 months

Table 3-2-1(5) Outline of Government Officers' Training Programme (Ministry of Education)

Name of the Course/Activity	Trainees/Participants (age, level, etc)	Outline of the Course/Activity	Number of Trainees/Participants	Course Duration Desired Frequency
LCC I & II	15 - 35 Years (grade 7 level)	Preparation for the Certificate of London Chamber of Commerce	30 each	1h/day 1 year
Shorthand & Typing	15 - 35 Years (Primary)	Same as above	40 each	1h/day 10 months
Atoll Government Officials English Course	30 - 35 Years (Government official)	Basic level of English which is required in the performance of office duties. An adapted BBC Series book is used.	120	2h/day 3 months
Thaana Calligraphy	15 - 35 Years (Literates)	Practise lessons for legible and neat calligraphy.	180	1h/day 3 months
Teaching English	18 - 35 Years (Primary Teacher)	Intensive English Course to upgrade the English level which is required for Primary Teaching.	20	7h/day 3 months
Thaana Typing	15 - 25 Years (Primary)	Preparation for the local certificate for typing requirements in on office	80	1h/day 3 months
Government Official English Course I & II	18 - 35 Years (Basic)	A book preparation for basic level by BBC which has been modified to suit the country needs - Basic communication would be fulfilled.	20 each	1h/day 6 months

6) Youth Centre -- Design of Handicraft Items and Ready-made Garments including Embroidery

As there are no space to open new courses at the Youth Centre, these design courses will be taught at the Project centre. There are no requests for equipment; however, in order to teach "design" on a wider basis, a classroom is necessary. Therefore, design classes will be held at the centre and practical training using sewing machines will be conducted at the Youth Centre. Although the courses may be viewed as being helpful to the participants who are seeking to improve their living standards, they will help Maldivian to get income from souvenir for tourists like T-shirts designed by Maldivians.

For the viewpoint of social education, these courses are necessary. Then, the education of students living on the atolls, where the standard of living is inferior to that of Male', is an important (although non-official) part of the National Development Plan.

Table 3-2-1(6) shows the training programmes conducted at the Youth Centre.

7) Youth Centre -- Photography Training

The photography training course at the Youth Centre is extremely popular. Japanese techniques are taught here in a simple manner. The room presently being used for the course is not designed as a darkroom and studio but storage rooms. It will be necessary to facilitate a darkroom and studio for the sufficient instruction.

Film development can be accomplished in a small space. Handicapped people in wheelchairs will be able to perform this task. At the present time there are no physically handicapped people enrolled in the photography course. This is due to the fact that the present facility unsuitable for wheelchair use. And yet, there are many handicapped people wishing to take the course.

Table 3-2-1(6) Outline of Training Programme at Youth Centre

Name of the Course/Activity	Trainees/Participants (age, level, etc)	Outline of the Course/Activity	Number of Trainees/Participants	Course Duration Desired Frequency
Dressmaking for Rural Youth for Male Youth	18 - 35 Years	Design training	20 Rural Youth	1.5h/day, 4 weeks
		Certificate for Rural youth	20 Male Youth	1.5h/day X 2, 4 weeks
Embroidery for Rural Youth for Male Youth	18 - 35 Years	Design training	20 Rural Youth	1.5h/day X 2, 4 weeks
		Certificate for Rural youth	20 Male Youth	1.5h/day, 4 weeks
Photography	18 - 35 Years	Basic photo techniques course (shooting, development, printing and enlargement)	10	2h/day, 6 month X 2

8) Ministry of Education -- Language Training Courses

The following English courses are for students wishing to study abroad:

LCC (the London Chamber of Commerce English Certificate)

FCE (Cambridge First Certificate in English)

CPE (Cambridge Certificate of Proficiency in English)

GCE (General Certificate Examination)

IELTS (International English Language Training System)

TESOL (Teaching English as a Second Language)

Of the 8,000 government officers throughout the country, as number of them are chosen every year to study abroad. It can be said that in some respects the future of Maldives depends on these courses. The courses provide the training necessary for developing the manpower to fill important positions in Maldives. This matter is an important factor to be considered in the decision to undertake Project construction.

The LCC course is in common with the officers' training course.

Table 3-2-1(7) shows the outline of language training courses by the Ministry of Education.

9) Ministry of Tourism -- Language Training

This is an important training course for the development of manpower in a major foreign currency earning industry. Considering the number of people with jobs requiring language training, the number of people wishing to work in the tourist industry in the future, and the number of people who simply wish to learn many languages, the 5 language training courses for 25 people a year offered by the Ministry of Tourism are

adequate.

Due to the lack of instructors, it is difficult to provide conversational training. This situation may be improved by the use of LL classrooms.

An outline of the language training courses offered by the Ministries of Education and Tourism is shown in Table 3-2-1(3).

Table 3-2-1(8) shows the outline of language training courses by the Ministry of Tourism.

(3) Dissemination of Information

1) Health Information Dissemination

The contents of the health information dissemination activities through seminars by the Ministry of Health and Welfare and organs of the United Nations will be reviewed with regard to the construction of the Project. The seminars are conducted by the AHSTC. Nine courses are provided for the training of specialists and, although the facilities are not adequate, they are being supplemented. There are no facilities where seminars for the general public can be held. The general public will be provided with the following two courses:

a. Seminars for the General Public

Programmes carried by the mass media tend to be one-way -- listeners may not question or answer lecturers directly. Seminars through direct communications are conducted once every two or three months. There are plans, however, to increase the number of seminars to twice a month. These seminars are to be held in Project facilities.

b. Seminars for Specific Groups

The Allied Health Services Training Centre plans to conduct the following small group meetings for 30 participants:

Table 3-2-1(7) Outline of Language Training Courses by Ministry of Education

Name of the Course/Activity	Trainees/Participants (age, level, etc)	Outline of the Course/ Activity	Number of Trainees /Participant	Course Duration Desired Frequency
FCE for Adults	18 Years and above (grade 7 level)	Preparation for Cambridge University First Certificate in English in reading, writing, and listening + oral.	20 each	1h / day 10 months
CPE for Adults	18 Years and above (grade 10 level)	Preparation for Cambridge University First Certificate of Proficiency in English as FCE but more advanced.	20 each	1h / day 10 months
"0" level for Adults	18 Years and above (grade 9 level)	Preparation for G.C.E. '0' Level English (reading + writing)	20	1h / day 10 months
IELTS/ TESOL Preparatory Course	18 Years and above (grade 8 level)	Preparation for English medium study abroad, including reading, writing, oral+study skills.	20	1h / day 10 months

Table 3-2-1(8) Outline of Language Training Courses by Ministry of Tourism

Name of the Course/Activity	Trainees/Participants (age, level, etc)	Outline of the Course/ Activity	Number of Trainees /Participant	Course Duration Desired Frequency
Japanese for Tourist Industry	Participants will be between the age of 15 and 35. Their academic level will be equivalent to that of grade seven or above.	Participation in this course will be open to those whose work require them to deal with foreigners regularly. This course will be geared to make the participants proficient enough in the language in order to be able to converse with native speakers. Upon successful Completion of the course, participants will be able to give directions, advise and explanations to foreigners who might need their assistance. The duration of the course will be between 6-12 months.	25 each	3h / day 10 months
English for Tourist Industry	Participants will include tour guides, front office and public relations staff at tourist resorts, customer services personnel at the airport, and tourist shop operators etc.	At the end of course, certificates will be issued to those who complete the course.		
Italian for Tourist Industry				
French for Tourist Industry				
German for Tourist Industry				

Table 3-2-1(9) Outline of Health Information Dissemination Programme

Name of the Course/Activity	Trainees/Participants (age, level, etc)	Outline of the Course/Activity	Number of Trainees /Participants	Course Duration Desired Frequency
Health information dissemination meetings for specific groups	Pregnant Mothers	To create awareness about safe motherhood, Health Education Unit organizes monthly meetings on following topics, and more: <ul style="list-style-type: none"> - Importance of regular antenatal care - Importance of postnatal care - Parenthood - Use of medicines during pregnancy - Nutrition and Balanced Diet - Child Rearing - Immunization 	25	5h/ times 96 times /year
	Sailors	To create awareness about health lifestyle, Health Education Unit organizes monthly meetings on following topics, and more: <ul style="list-style-type: none"> - Health behaviour - First Aid - STD - AIDS 	25	
	Food Handlers	To create awareness about food sanitation, Health Education Unit organizes monthly meetings on following topics: <ul style="list-style-type: none"> - Personal hygiene of food handlers - Food storage and food preservation - Cleaning methods - Food borne diseases - Food preparation and cooking - Food handling and food poisoning - Sterilization and disinfection 	25	
Health information dissemination meetings for general public	In-service Training for Health Workers	To improve the standards of service provided by the health workers in-service training workshops are conducted.	25	
	In-service Training for Medical Personnels	To create awareness and to develop high standards of patient care, Seminars and Workshops are conducted.	25	
		Health education by mass media such as radio and T.V. is one way information. However, participants in a public meeting will be able to communicate with lectures directly. These dissemination meeting will be held by the support of WHO and UNICEF, etc.	500	24 times/year

Pregnant Mothers (presently 1,200 women a year in Male');
Sailors (500 people);
Food Handlers (hotel restaurants and kitchen and others, 1,000 people);
Health Workers (family and community health workers totalling 720 people);
Medical Personnel (assistant nurses and midwives totalling 150 people);

The Allied Health Services Training Centre presently has three classrooms, a health training room, a library, and a printing room. This training centre, being a medical education center, coming under the direct control of the Ministry of Health and Welfare, must conduct the nine official training course and does not have additional space to hold the non-official meetings or seminars for the people mentioned above.

An outline of the training offered by the Ministry of Health and Welfare is shown in Table 3-2-1(9).

(4) Other Multipurpose Use

As previously mentioned, Male's land problems are very serious and concern the existence of the country itself. Thus, there will be restrictions imposed on the numbers and sizes of public facilities to be constructed. Even if the facilities are for social education, the attitude of the Maldives Government is to make full use of the facilities. This attitude cannot be criticized. The Government of Maldives plans to have the Project Centre used for the following purposes:

1) GCE Test

There are five test sites in Maldives registered at London University for the GCE test as shown in Table 3-2-1(12). Each test site has a registration code number. The principals at two secondary schools and a high school which are the test site, is going to choose students who take GCE test. However, public school students who wish to take the examination even if they are not chosen by the principal, private school

students, students from atolls, will send an application form directly to the London University. These students are allocated at two Male' Centre Codes. The two Male' Centre Codes do not mean the specific test sites. However, Ministry of Education have to report about suitability of the test sites which are chosen for the test every year to London University.

260 people were registered for the test this year. In the past, the principal of each school selected the students to be tested. These students took the test at school facilities.

In recent years, however, this test has become a requirement not only for students wishing to receive higher education, but for those wishing to become government officials and the number of candidates has increased greatly. Furthermore, there are no examination halls in the atoll; thus, the number of candidates wishing to sit for the test at the Project centre will continue to increase.

As there are strict regulations concerning the size of the desk and chair and the spacing between candidates, only 1/5th of the centre's maximum capacity can be utilized.

This year, examination facilities were provided with great difficulty. And there are no definite plans to accommodate the great number of candidates next year.

According to an estimation by the Ministry of Education, the total number of candidates that can be accommodated for the GCE examination by the facilities in Male' is 600 (see Table 3-2-1(10)). However, 700 people are expected to take the test in 1991(see Table 3-2-1(11)). It is quite obvious that the number of examination facilities will be inadequate.

By using the data of GCE "O" level from 1978 till 1989 in Table 3-2-1(13), a linear equation is presumed for the number of students who take GCE test at Male' Centre :

$Y=14.85X-1085$; Y:the number of students who will take GCE test at Male' Centre

X:the last two figures of the year (19xx)

In 1992, an estimated 297, and in 1995, an estimated 326 candidates will register for the exam to be held at the centre and problems related to the provision of adequate space cannot be avoided.

As the examination dates are set by the University of London, some test subject will have more candidates than others. It is difficult to estimate just how many of the 300 candidates(1992) will appear for the exam in one day.

An examination administered for one subject must be held in one hall. On January 11, 1990, 163 of the 252 candidates took the English B. If the ratio will adopted for the estimation for an exam, 192 will take one subject in 1992.

"Male' Examination Centre" 2 in Table 3-2-1(12) refers to individual candidates to "O" level. This estimation is based on the data related to the number of GCE candidates given in Table 3-2-1(13).

2) JSC Test

This test is taken by 7th graders every May. In Male' alone there are 1,000 candidates for the test each year. Formerly this was a graduation test, but from this year it is to be given only to those wishing to take it.

In order to lessen the load on the Ministry of Education's budget which represents a large portion of the governmental budget, to reduce the burden on the teachers, the test should be conducted in a different location. For this purpose, the Project centre will be of great assistance.

3) Ministry of Education employment Test

These tests in Dhivehi were formerly conducted in school halls. However, preparations proved to be burden on the people concerned and affected regular school lessons.

Table 3-2-1(10) Number of Seats Usable for GCE at School Halls

Name of School	Number of Seats
1. Aminiya School	110
2. Majeediya School	110
3. Iskandar School	110
4. Jamaaludheen School	140
5. Kalaafaanu School	130
Total Seats:	600

Table 3-2-1(11) Number of Candidates Who Sat for London G.C.E. "O" and "A" Level Examinations, 1989 - 1990

Time	O-level	A-level	Total
January/June 1989	281	70	351
January 1990			512
January 1991 (Projection)			700 - 900

Table 3-2-1 (12) Number of Students Who Took GCE in January 1990
at Various Examinations Sites

Exam Site Code No.	Name of Examination Site	Examination Date	Number of Students	Number of Exam Subjects
94663	SEC	11 through 26 Jan	36	118
94661	Aminiya School	10 through 25 Jan	63	443
94662	Majeediyya School	10 through 25 Jan	73	511
94659	Male Centre 1	11 through 25 Jan	88	531
94660	Male Centre 2	9 through 25 Jan	252	835

Note: The number of examination subjects were more than the number of students because each student took several different examinations.

Table 3-2-1 (13) Number of Students who Took Various Examinations (1978-1990)

Type of Exam	Year													TOTAL
	1973	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	
G. C. E. O/L (Total)	121	178	134	144	166	149	178	175	203	248	324	281	*	2025
G. C. E. A/L (Total)	2	-	-	30	28	33	33	18	59	36	39	70	*	278
G. C. E. O/L A/L (Male Ctr 2)	27	*	*	*	*	*	*	*	*	*	*	*	*	252
L. C. C. (Basic)	14	11	-	24	36	22	62	100	199	219	143	*	*	830
L. C. C. (Intermediate)	9	-	-	-	-	-	-	22	15	4	16	*	*	67
L. C. C. (Advanced)	-	-	-	-	-	-	-	3	2	4	3	*	*	12
J. S. C. Exam	*	*	242	285	570	526	615	688	1188	1777	2542	*	*	8433
LOCAL Cert	1506	2021	2006	2272	2235	1928	1422	1613	923	922	582	*	*	17432
S. S. C. Exam	*	*	*	*	*	*	*	*	124	185	236	*	*	545
H. S. C. Exam	*	*	*	*	*	*	*	*	*	20	24	*	*	44
OTHERS	-	-	-	-	1	-	-	-	-	-	-	*	*	1

Source: Ministry of Education

Note :

- : No data available

* : Not tabulated yet

4) Conferences, National Events, School Exhibitions, Others

As indicated not only by UNICEF and UNDP, but also by the ITE and the schools, there are no facilities for displaying students arts and crafts.

Although schools may have their own exhibits, there are no facilities for displaying works by organs of the United Nations, teachers, and the public in general.

The people of the islands are looking forward to having a multipurpose centre where conferences and meetings organized by the government covering such topics as "global warming" can be held. And where, in the public hall, exhibits, food fairs, etc. can be put on display.

Although the population density is high (Maldives total population is 212,000 -- 61,390 in Male') the absolute population is small. To construct facilities for each objective mentioned above would be impossible considering the country's small land area. Thus, to construct a facility for use by various organizations for a variety of purposes would be more realistic and a solution to the problems.

As examinations are not conducted continually throughout the year, it is not a major factor to be considered for Project centre construction. However, for use as hall for giving school entrance and ministry employment examinations, as an irregular community centre for the public, and as a conference hall for organized government events, the construction of the Project centre will have great meaning to the country through its effective facility and land use.

Table 3-2-1(14) shows the training courses planned by the Government of Maldives.

Table 3-2-1(14) Educational Courses to Be Conducted at the Project Facilities

Type of Education		Activities		Remarks	Necessary Facility	
		Name of Course	Existing or New			
1. Physical Education	School Physical Education	Gymnastics	New (partially exist)	Physical education for youths will be the foundation for the development of human resources required for the national development. The course will be adopted for use only at Male public schools.	Gymnasium	
	Youth Centre	Volleyball	Exist	Volleyball games coached by JOCU are played at Youth Centre. However, as the outdoor volleyball court is made of concrete, players may develop knee problems.	Indoor volleyball court covered with wood	
	Social Physical Education Youth Sports Club Activities	Ball games	Exist	As a form of extracurricular activities, youth sports club activities will supplement the insufficient school physical education programme. Youth sports club activities will also serve to alleviate the existing inequalities in the provision of physical education to private school children.	Gymnasium	
2. Vocational Education	Government Officers' Training	Ministry of Atoll Administration and Ministry of Education	English for island chiefs	Exist	The training courses are very important for promoting atoll development, an important subject of the National Development Plan	Classrooms Language laboratory Seminar room
			Training for atoll & island office staff	Exist		
			Atoll government officials English course	Exist		
	Ministry of Planning and Environment	Project planning Monitoring & evaluation Training on micro-computer Selected packaged software Statistics	Exist	These courses are very important for supplementing school education. If the management education conducted by UNDP is a management institution, then the Ministry of Education might be thought of as an industrial engineering institution. These courses are important for the development of specialists who will be able to draw up the national development plan.	Classrooms Typing and computer room Seminar room	
			Exist			
			new new new			
	President's Office	Induction training Secretarial training Clerical training	Exist	As a part of the National Development Plan, these trainings are necessary.	Seminar room Classrooms	
			Exist New			
	Ministry of Justice	Training course for judges	Exist	As a part of the National development Plan, this training will help alleviate the educational inequalities for a toll judges.	Classrooms Seminar room	
	Ministry of Education	Shorthand & typing Thaana calligraphy Thaana typing Government officials' English I & II LCC Level I & II	Exist	As a part of the National Development Plan, these trainings are necessary.	Language laboratory Typing and computer room Classrooms Seminar rooms	
Exist Exist Exist						
Design of Handicraft Items and Ready-made Garments, including Embroidery	Youth Centre	Designing of dressmaking and ready-made garments including embroidery	New*	The course is planned for atoll and Male residents. It is not vocational training. The course is necessary for upgrading the living standards of residents. It will be a part of the extracurricular activities for youths.	Classrooms	
Language Training	Ministry of Education	FEC CPE "O" Level IELTS/ TESOL	New New New New	These are courses in basic language education. They will be used as a part of the human resources development plan for replacing highly educated foreign personnel occupying school principal and high level engineering positions with Maldivian personnel.	Language laboratory Classrooms	
Ministry of Tourism	Japanese English German French Italian	Exist Exist New New New	Tourism is a very important industry. These language training courses for personnel engaged in tourist related industries are needed for increase foreign currency earnings.	Language laboratory Classrooms		
Photography	Youth Centre	Photography shooting Development Printing & Enlargement	Exist Exist Exist	The photography course will include such subjects as photograph studio work, developing, printing, and enlarging. This training is planned for developing manpower needed in the country's industries. Photography work in a darkroom is suitable even for handicapped persons.	Photograph studio Darkroom	
3. Information Dissemination	Health Seminars UN Seminars	Seminars for the general public Seminars for specific groups	Exist New	These seminars are necessary to alleviate health and hygiene and family planning problems.	Hall Seminar room Language laboratory Classrooms	
4. Multi-purpose Use	Examinations	GCE JSC Others, including public workers' recruiting exam	Exist Exist Exist	Due to the increase of the youth population and the concentration of population in Male, there is an extreme shortage of space available for administering examinations. Even if examination times are short, it would be necessary to provide a large space to give the number of examinations needed to recruit capable personnel needed for national development.	A large examination room such as a hall	
Community Activities National Events Formal Government Meetings			Exist Exist Exist	Due to the lack of land in Male, there is no facility available to carry out these activities. The Project facility may be used to accommodate these activities, events, and meetings when it is not being used for other activities. Time might be available on weekends.	Hall	

* : Ready-made garment and embroidery courses are presently being given. However, designing has not been trained yet.

3-2-2 Similar Projects and Their Relation to Other Aid Projects

In order to accomplish the objectives of the Second National Development Plan which includes the expansion of education, development of manpower and the dissolution of regional differences, the following similar projects may be mentioned:

(1) Construction of New EDC/NFEU Building

EDC/NFEU will move to a new facility that is being built southwest of Male'. The new 3-storied EDC/NFEU building planned by the UNDP and aided by the Saudi fund will have three classrooms; however, these will not be used solely by NFEU. As other organizations, such as the EDC, will also use the facility, these are not considered to be additional training facilities of NFEU.

Of the courses presently being taught (see Chapter 2 Table 2-3-2(1)), Islamic, mathematics, bookkeeping and other subjects will be taught in the new EDC/NFEU building and subjects, such as English/Dhivehi typing and new language courses, will be taught in the Project centre (the Centre for Social Education). Thus, subjects requiring training, such as typing and foreign language conversation, will be taught at the centre and theory and lecture courses will be taught at the new EDC/NFEU building.

Supplementary construction work to the new EDC/NFEU building is being planned for use by ITE (Institute for Teacher Education), although the date of construction has not been set. After the completion of the new building, the present building used by EDC/NFEU will be used by UNDP for a 3 year management course which will start this year (MCMA Project*), however, the date of completion of the new facility is still not clear. Through the completion of the Project Centre for Social Education, various new education courses may be actively conducted.

* A project aided by the UNDP. This project is stated in the Second National Development Plan. The UNDP has developed the Maldives Centre for Management and Administration (MCMA) Plan, and through the International Labor Organization (ILO) and a US\$997,000 budget it will

start a 3-year management course from 1990. After the course has been completed, a decision will be made as to whether the course will continue for a second term. And, if the results are effective, then it will be continued for another 5-10 years. The present plan is for 3 years; 720 people are estimated to receive the training.

This course is not duplicate the courses to be held at the Project Centre, because the trainees of MCMA courses are higher Government officers and private sector clerks.

(2) The Construction of Additional Classrooms to Establish a Two-shift Public School System.

There were only two primary schools in Male' until 1988, but due to the increase of students, a three-shift school system had to be adopted. With the establishment of the Kalaafaanu and Thaajudheen primary schools, the system is gradually changing into a two-shift one.

The Iskandar school, which still has a three-shift system, is aiming towards a two-shift system. The construction of classrooms, including a simple training room, is being carried out with aid from UNICEF. As this is a unique idea when compared with other schools, it is attracting some attention. The size of the training room (80m²) is too small for gymnastic activities; thus, it will not overlap with the Project.

(3) Sports Stadium Construction Plan

There is a construction plan for building a sports stadium on 50 ha of reclaimed land in southwest Male'. It will become the largest facility in Male', followed by the airport facilities. It will be an all-around sports facility to be constructed with aid from the Soviet Union. Firm plans for the construction and the date of construction are still not known.

As mentioned in the Second National Development Plan, the stadium will be used mostly for track and field events. As the Project centre will be used as a multi-purpose hall and an educational facility, it will not overlap with the Project's sports stadium.

3-2-3 Examination of the Budget for Training and Educational Courses to be Held at Project Facilities

As the Project facility will be used by various ministries and organizations, the costs for operating and maintaining it will be appropriated from the budget of the President's Office. There is no need for the ministries and agencies to pay any costs for its use, but the costs for the lecturers who will conduct the training sessions and seminars, and the costs for special equipment plus student costs must be borne by each ministry or organization.

The necessity of the training courses was mentioned in the previous chapter. This chapter, however, will study the appropriateness of the Project from the viewpoint of budgets available to the ministries and agencies responsible for providing the courses.

(1) Outline of the Governmental Budget for Education

The Ministry of Education, like the President's Office, the Airport Authority and the Ministry of Defence, receives a sizeable budget from the Maldives Government. Perhaps this due to the increase of the youth population. The yearly budgets for the ministries and agencies are shown in Table 3-2-3(1).

Table 3-2-3(1) Ministries and Agencies Concerned with Project Facilities and Their Budgetary Amounts (Unit in 1,000 Rufiyaa)

MINISTRY OR AGENCY	1985	1986	1987	1988	1989	1990 Planned	REMARKS
Ministry of Planning and Environment	1.156	1.472	1.550	1.550	1.646	4.636	
Ministry of Education	22.400	23.800	31.000	45.200	116.200	89.506	1989 figure is estimated amount
Ministry of Health and Welfare (AHSTC)	(591)	(587)	(550)	(616)	(880)	11.723 (968)	Only planned 1990 was available for the Ministry of Health and Welfare
Ministry of Tourism	1.420	1.571	1.797	2.404	5.397	3.646	
Ministry of Atolls Administration	1.400	1.900	2.200	2.600	4.200	6.018	
Ministry of Justice	2.326	2.382	3.235	3.822	7.842	7.947	Figures do not include court management costs
President's Office	9.274	11.603	10.796	11.286	10.677	26.828	Excluding the Youth Centre's budget amount
Youth Centre	700	890	1.050	1.300	1.700	3.003	
Total Budget Amount (Loans are not included)	198.180	228.590	270.640	318.927	*2	675.177	

*1: This figure include new facility construction cost for Taajuddeen and Kalaafaanu School by the Ministry of Education.

*2: At the time of Basic Design Study in February in 1990, the total actual spent budget amount in 1989 was not tabulated yet.

(2) Training Course Operation Plan of Each Ministry and Agency

The budget plans of the ministries and agencies intending to use the centre will be reviewed. Those ministries and agencies responsible for the various training courses are thought to have taken the necessary budgetary measures. The actual and planned budgets of the ministries concerned are outlined herewith:

1) Ministry of Education

No special budgets are appropriated for physical education. The Project facility will be used for school physical education activities and tournaments. This may be dealt with simply altering the school curriculum.

Although training programmes for physical education teachers have not been established, the Ministry of Education intends to conduct ITE training utilizing instructors dispatched by JOCV.

Table 3-2-3(2) The Ministry of Education's Budget for Officers' Training (Unit in 1,000 Rufiyaa) Source: Ministry of Education

NAME OF COURSE	YEAR	ACTUALLY SPENT BUDGET						PLANNED BUDGET			
		1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
Shorthand and Typing			30.000		39.075	43.416	48.240	50.000	55.000	60.000	60.000
Atolls Officers' Training Course			34.249	38.054	21.141	23.490	52.200	50.000	55.000	60.000	60.000
Thaana Arabic Calligraphy			9.353	10.392	11.546	12.828		15.000	17.000	19.000	19.000
LCC I and II					122.148	135.720	150.800	16.500	18.000	19.500	19.500
Teaching English				19.027	21.141	23.490		25.000	27.000	29.000	29.000
Thaana Typing						14.400	15.000	15.500	16.000	16.500	16.500
Government Officials' English I and II		30.825	34.249	38.054		46.980	52.200	55.500	60.000	65.000	65.000
PCE Adults Course		-	-	-	-	-	-	-	-	20.000	20.000
CPE Adults Course		-	-	-	-	-	-	-	-	20.000	20.000
"O" Level for Adults		-	-	-	-	-	-	-	-	20.000	20.000
LELTS/TESOL Preparatory Course		-	-	-	-	-	-	-	-	20.000	20.000

The Ministry of Education's budget represents a large portion of the governmental budget. Of this budget, the amount necessary for the training of officials concerned with the Project adds up to about 400,000 Rufiyaa; this is less than 1% of the budget. Thus, the budget plan can be considered to be satisfactory. The budget will be used mostly for training officials and for lecturers. FCE, CPE, "O" Levels and IELTS/TOESOL are new educational courses which will start once the facility is completed.

2) Ministry of Tourism

As Japanese and English languages were taught by volunteer instructors, there was no need for a special budget. However, when the

Table 3-2-3(3) Ministry of Tourism's Budget for Language Training Courses (1 of 2) (Unit in Rufiyaa) Source: Ministry of Tourism

NAME OF COURSE AND BUDGET ITEM		YEAR	ACTUALLY SPENT BUDGET			PLANNED BUDGET			
			1987	1988	1989	1990	1991	1992	1993
Japanese	Expenditure for Instructors	A JOCV volunteer was dispatched			40.000	48.000	52.000	58.000	
	Printing Cost	-	-	-	12.000	15.000	20.000	25.000	
	Others	-	-	-	11.000	12.000	14.000	15.000	
	Subtotal	-	-	-	63.000	75.000	86.000	98.000	
English	Expenditure for instructors	Volunteers were dispatched from Europe			40.000	48.000	52.000	58.000	
	Printing Cost	-	-	-	12.000	15.000	20.000	25.000	
	Others	-	-	-	11.000	12.000	14.000	15.000	
	Subtotal	-	-	-	63.000	75.000	86.000	98.000	
Italian	Expenditure for Instructors	-	-	-	40.000	48.000	52.000	58.000	
	Printing Cost	-	-	-	12.000	15.000	20.000	25.000	
	Others	-	-	-	11.000	12.000	14.000	15.000	
	Subtotal	-	-	-	63.000	75.000	86.000	98.000	
French	Expenditure for Instructors	-	-	-	40.000	48.000	52.000	58.000	
	Printing Cost	-	-	-	12.000	15.000	20.000	25.000	
	Others	-	-	-	11.000	12.000	14.000	15.000	
	Subtotal	-	-	-	63.000	75.000	86.000	98.000	
German	Expenditure for Instructors	-	-	-	40.000	48.000	52.000	58.000	
	Printing Cost	-	-	-	12.000	15.000	20.000	25.000	
	Others	-	-	-	11.000	12.000	14.000	15.000	
	Subtotal	-	-	-	63.000	75.000	86.000	98.000	

importance of language education was recognized, a budget has been appropriated since 1990 for such training.

The plan call for employing instructors to teach various foreign languages to those wishing to learn. Adequate budgets cannot be appropriated to employ instructors for every subject, so language laboratory (LL) equipment will be actively used to make up for the lack of instructors. The annual costs for this will be 310,000 Rufiyaa which represents 3.5% of the Ministry of Tourism's budget. Because the budget rate has increased over 50% in recent years, this amount can be easily obtained (see Table 3-2-3(3))

3) Youth Centre

The budget shown in Table 3-2-3(4) includes the costs necessary for all courses conducted at the Youth Centre.

The Maldives' request for the Project calls for 1) the development of volleyball education; 2) the inclusion of designing into the ready-made garment making, embroidery and sewing course; 3) the development of photography education.

a. Volleyball Education

The Youth Centre's 1990 budget includes 52,000 Rufuyaa for the cost of purchasing expendable items such as volleyballs and uniforms.

As the volleyball education course is presently being given, there will be no budgetary problems for continuing the course at the Project facility once construction has been completed.

b. Designing of Embroidery and Ready-made Garments

Only the designing course will be taught at the Project facility. The Youth Centre's planned budget for training courses includes the costs for this new course. There are no plans for hiring a new instructor for this course.

The course will be given two times weekly twice a year. The audio-visual equipment necessary for the course may be borrowed from another agency; this will preclude the need for extra budgetary funds.

c. Photography Course

Each student will bring his or her own camera and film. And they will pay a monthly tuition of 10 Rufiyaa. The Youth Centre will provide the chemicals and other necessary materials. The costs of consumable items necessary for the course will not be financed by the Project.

The photography course is presently being given and it is believed that a budget of 40,000 to 45,000 Rufiyaa should be sufficient in view of the past budget increase rate.

Table 3-2-3(4) Youth Centre's Budget for Training Courses (Unit in Rufiyaa) Source: Youth Centre

NAME OF COURSE	YEAR	ACTUALLY SPENT BUDGET						PLANNED BUDGET			
		1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
Ready-made Garment Making	Volleyball	5.535	11.070	12.130	13.260	22.140	58.140	52.140	54.000	54.000	54.000
	Course for Atoll Residents	-	-	10.000	12.000	12.028	19.850	20.000	20.000	25.000	25.000
	Diploma course for Male Residents	13.500	16.000	18.000	22.000	25.000	27.000	30.000	30.000	35.000	35.000
Embroidery and sewing	Course for Atoll Residents	-	-	-	-	12.028	19.850	20.000	20.000	25.000	25.000
	Diploma course for Male Residents	13.500	16.000	18.000	22.000	25.000	27.000	30.000	30.000	35.000	35.000
Photography Course		-	-	-	27.000	32.000	35.000	40.000	40.000	45.000	45.000

4) President's Office

At the present time the President's Office conducts no training courses. All of the courses the President's Office holds at the Project facility will be new and will be attended by ministry officers. Each ministry will finance the costs of officer training. The president's Office will only finance the cost for instructors.

The cost for three courses will come to about 30,000 Rufiyaa which is only 0.1 percent of the total budget of the President's Office. There will, therefore, be no difficulty in financing the courses.

Table 3-2-3(5) President's Office's Budget for Language Training Courses (Unit in Rufiyaa) Source: President's Office

NAME OF COURSE AND BUDGET ITEM		YEAR	ACTUALLY SPENT BUDGET					PLANNED BUDGET			
			1985	1986	1987	1988	1989	1990	1991	1992	1993
Clerical Training	Expenditure for Instructors	-	-	-	-	-	2.000	2.000	2.500	2.500	
	Curriculum Development Cost	-	-	-	-	-	-	-	-	-	
	Printing Cost	-	-	-	-	-	6.000	6.500	7.000	7.500	
	Subtotal	-	-	-	-	-	8.000	8.500	9.500	10.000	
Secretarial Training	Expenditure for Instructors	-	-	-	-	-	2.000	2.000	2.500	2.000	
	Curriculum Development Cost	2.000	-	-	-	-	3.000	3.000	3.000	3.000	
	Printing Cost	3.500	3.700	-	-	-	4.500	4.500	4.500	4.500	
	Subtotal	5.500	3.700	-	-	-	9.500	9.500	9.500	9.500	
Induction Training	Expenditure for Instructors	-	-	1.500	1.500	1.500	2.000	2.000	2.250	2.500	
	Curriculum Development Cost	-	-	-	-	-	-	-	-	-	
	Printing Cost	-	-	3.600	3.500	3.000	4.500	5.000	6.500	7.000	
	Subtotal	-	-	5.100	5.000	4.500	6.500	6.000	8.750	9.500	

5) Ministry of Atolls Administration

The Ministry of Atolls Administration has been conducting twelve training courses. As explained in Section 3-2-1, 2)a, three of the courses will be given at Project facilities.

The total budgetary fund for the training programme is 430,000 Rufiyaa which is approximately seven percent of the Ministry's annual budget.

About 250,000 Rufiyaa is allocated for lodging, meals, and transportation fees for the course participants. The Ministry offers 180 employees the opportunity to take the three months course. The average cost per person is about 1,400 Rufiyaa.

The costs for the training programme represents a large percentage of the Ministry's annual budget. However, as the course are already being given, no additional funds will be needed to conduct the three courses at Project facilities. Thus, no financial problem is foreseen for the Ministry of Atolls Administration (see Table 3-2-3(6)).

Table 3-2-3(6) Ministry of Atolls Administration's Budget for Staff Training Courses (Unit in Rufiyaa) Source: Ministry of Atolls Administration

ITEM \ YEAR	ACTUALLY SPENT BUDGET						PLANNED BUDGET			
	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993
Expenditure for Instructors	7.000	26.000	21.000	19.000	18.000	15.000	20.000	20.000	20.000	20.000
Lodging and Meal cost	41.000	158.000	132.000	116.000	111.000	133.000	150.000	150.000	150.000	150.000
Travel Expense	13.000	48.000	40.000	35.000	34.000	42.000	40.000	40.000	40.000	40.000
Curriculum Development Cost	9.000	34.000	28.000	25.000	24.000	30.000	30.000	30.000	30.000	30.000
Printing Cost	15.000	56.000	47.000	41.000	39.000	49.000	50.000	50.000	50.000	50.000
Others	24.000	92.000	77.000	67.000	65.000	80.000	80.000	80.000	80.000	80.000
Subtotal	109.000	414.000	226.000	303.000	291.000	354.000	370.000	370.000	370.000	370.000

6) Ministry of Planning and Environment

The Ministry of Planning and Environment will carry out five training courses with an annual budget of approximately 70,000 Rufiyaa.

Microcomputer units for microcomputer training, packaged software training, and statistical study courses will be provided by the Government of Maldives. Thus, the annual budget for the training programme will mainly be used for instructor salaries, consummable item supplies, and teaching material.

The annual budget for financing the five courses will represent about one percent of the Ministry's total budget.

Costs necessary for the Project's monitoring and evaluation course should be budgeted separately. The amount will be about 15,000 Rufiyaa which is only 0.3% of the Ministry's budget (see Table 3-2-3(7)).

Table 3-2-3(7) Ministry of Planning and Environment's Budget for Training Courses (Unit in Rufiyaa) Source: Ministry of Planning and Environment

NAME OF COURSE AND BUDGET ITEM	YEAR	ACTUALLY SPENT BUDGET					PLANNED BUDGET					
		1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	
Project Planning	Expenditure for Instructors	-	-	Assisted by ESCAP	-	4.600	13.300	10.000	10.000	15.000	15.000	
	Lodging and Meal Cost	-	-		-	15.700*	-	-	-	-	-	
	Travel Expense	-	-		-	2.400*	-	-	-	-	-	
	Curriculum Development Cost	-	-		-	800	7.200	1.000	1.000	2.000	2.000	
	Field Trip Cost	-	-		-	-	-	2.500	2.500	2.500	2.500	
	Administration Cost	-	-		-	700	1.500	1.500	1.500	2.000	2.000	
	Subtotal	-	-		-	24.200	22.000	15.000	15.000	21.500	21.500	
Project Monitoring and Evaluation	Expenditure for Instructors	-	-	Assisted by UNDP	-	Assisted by UNDP	-	10.000	10.000	15.000	15.000	
	Lodging and Meal Cost	-	-		-		-	-	-	-	-	
	Travel Expense	-	-		-		-	-	-	-	-	
	Curriculum Development Cost	-	-		-		-	-	1.000	1.000	2.000	2.000
	Field Trip Cost	-	-		-		-	-	2.500	2.500	2.500	2.500
	Administration Cost	-	-		-		-	-	1.500	1.500	2.000	2.000
	Subtotal	-	-		-		-	-	15.000	15.000	21.500	21.500
Microcomputer Training	-	-	6.000+	-	-	6.000+	6.000	6.000	8.000	8.000		
Packaged Software Training	-	-	-	8.000+	9.000+	9.000+	10.000	12.000	15.000	15.000		
Statistics Training	5.000+	-	-	7.500+	-	-	6.000	6.000	7.000	7.000		

*: This course is conducted at another island in 1988.
 †: These courses were not periodically conducted, because suitable lecture rooms were not available and the courses were not organized enough.

7) Ministry of Justice

The Ministry of Justice allocates about 80,000 Rufiyaa for the programme to train sixty judges a year.

The transportation cost for the atoll judges attending the training programme amounts to 4,000 Rufiyaa or roughly 65 Rufiyaa per person. This is about 1 percent of the Ministry's total budget.

The judges' training programme is a very important part of the Atolls Development Programme (see Table 3-2-3(8)).

Table 3-2-3(8) Ministry of Justice's Budget for Judge's Training Course (Unit in Rufiyaa) Source: Ministry of Justice

BUDGET ITEM	YEAR	ACTUALLY SPENT BUDGET					PLANNED BUDGET			
		1985	1986	1987	1988	1989	1990	1991	1992	1993
Expenditure for Instructors (Senior Judges)		9.561.76	10.456.16	21.814.00	27.600.25	Not tabulated yet	36.000	36.000	36.000	36.000
Lodging and Meal Cost.		-	-	-	-	-	-	-	-	-
Travel Expense		826.03	1.076.33	1.885.00	2.384.36	-	4.000	4.000	4.000	4.000
Curriculum Development Cost		-	-	-	-	-	-	-	-	-
Printing Cost		8.561.77	14.459.17	21.818.00	25.600.26	-	25.000	25.000	25.000	25.000
Others		7.610.90	8.614.13	15.081.22	21.082.51	-	15.000	15.000	15.000	15.000
TOTAL		26.560.46	34.608.79	60.598.22	76.667.38	-	80.000	80.000	80.000	80.000

8) Ministry of Health and Welfare

The ministry's budget shown in Table 3-2-3(9) includes the cost of meetings, workshops, seminars, and officers' training for carrying out the health and hygienic information programme. The cost for the programme is about 4% of the ministry's total budget amount. The cost for seminars held for the general public is included in the programme's cost.

Since 1985, the ministry's budget has increased 10% annually. Thus, the ministry anticipates acquiring sufficient funds even in the future.

The construction of Project facilities will be completed during the 1992 fiscal year and the ministry is preparing to obtain a 20% budget increase at that time.

The seminars for the general public and for specific groups that are presently being conducted by AHSTC will be given at the Project facilities by instructors who will be sent by UNICEF.