

TERMS OF REFERENCE (TOR)

Hiring of a Team/Firm to Review, Redesign and Develop the Girl Guide Programme for all branches and Adult Programme

Maldives Girl Guides Association (MGGA)

1. Background

The Maldives Girl Guides Association (MGGA) is the national organization responsible for empowering girls and young women across the Maldives through non-formal education, leadership development, community service, and personal growth opportunities.

Girl Guiding in the Maldives has played an important role in shaping confident, responsible, and community-oriented young women. However, the current programme framework is outdated, largely static, and does not fully reflect the evolving needs of today's girls and young women, the changing social setting, digital transformation, or emerging global and national priorities and challenges.

MGGA is currently undertaking a **rebranding initiative** to modernize its identity, strengthen its national presence, and reposition Guiding as a dynamic and relevant movement for today's generation and cater to the needs of girls and young women. As part of this transformation, MGGA seeks to redesign its entire girl's and adult programme to ensure it is:

- Relevant and appropriate for the needs of today and adaptable to the rapidly emerging needs
- Special focus on issues and challenges faced by girls and young women
- Interesting and fun
- Adaptive and not complicated to run
- Progressive and age-appropriate
- Inclusive and accessible across islands
- Strongly rooted in Maldivian culture and values
- Aligned with WAGGGS standards
- Focused on community service, leadership, personal development and strong life skills

The redesigned programme must be **REAL**:

- **Relevant** to today's girls and young women
- **Exciting** and engaging
- **Accessible** in both schools and communities
- **Learner-led**, participatory and progressive

2. Overall Objective

To design and develop a new, progressive, inclusive and locally relevant Girl Guide programme for all branches and an Adult Programme for MGGA aligned with WAGGGS Growing and Learning (GAL) Framework and core Girl Guiding principles.

3. Age Groups and Branch Structure

The redesigned program shall include clearly defined age groups and progressive steps within each branch.

3.1 Girls Program

Branch	Age Group	Internal Steps (To Be Developed)
Star	5–7 years	3 progressive levels
Little Maids	7–11 years	3 progressive levels
Girl Guides	11–17 years	4 progressive levels
Young Leaders	17–35 years	3 leadership stages

3.2 Adult Programme

Adult Leaders and Adult Volunteer age groups are 18 plus years.

Category	Target Group
Schools	Schools & community leaders, different branches, parents,
Public and community	Councils, WDCs, other CSOs, media, girls not in guiding
MGGA Executives	Exco, committees, trainers etc
Partners	Government agencies MGGA works with, donor and development partners

The team/firm must clearly define:

- Learning stages within each branch
- Competencies for progression
- Age-appropriate development outcomes
- Leadership pathways

4. Expected Duration of Assignment

The assignment is expected to be completed within **18 months (1.5 years)**.

Proposed Phasing:

Phase	Timeline
Phase 1 – Desk Review & initial Consultation	Months 1–4
Phase 2 – Framework & Draft Design	Months 5–9
Phase 3 – Pilot Testing	Months 10–13
Phase 4 – Revision & Finalization	Months 14–16
Phase 5 – Rollout Planning & Training Design	Months 17–18

5. Scope of Work

5.1 Comprehensive Review

- Review current MGGA programmes (all branches and adult programmes)
- Identify gaps and strengths
- Assess alignment with WAGGGS GAL Framework
- Assess alignments, overlaps and duplication with national curriculum
- Review training and badge systems

5.2 Extensive Consultative Process

The firm must conduct broad consultations including:

Direct Stakeholders

- MGGA executive committee and various other committees and teams
- Branch representatives including girls and leaders
- MoE, Schools and management
- Adult leaders and trainers
- Councils and WDCs

Indirect Stakeholders

- Parents
- Community representatives and other NGOs
- Other partner agencies
- Girls not in guiding

Methods may include:

- Workshops
- Focus groups
- Surveys
- Island consultations
- Online platforms

6. Programme Design Requirements

The new programme must:

6.1 Be Progressive and Structured

Each branch must include:

- Defined learning outcomes
- Clear steps within branch
- Competency-based progression
- Skill development pathways

6.2 Core Programme Pillars (to be reflected across branches)

- Islamic faith and values
- Community Service & Citizenship
- Civic Education
- Leadership Development
- Personal Development & Confidence
- Life Skills & Financial Literacy
- Tech and Digital Literacy
- Environmental Awareness
- Health & Wellbeing
- Maldivian culture and heritage
- Global Issues

Community service must be compulsory and progressively structured for all branches

7. Awards and Recognition System

The team/firm shall design a clear and motivating awards system.

Awards should:

- Encourage teamwork
- Promote excellence and innovation

- Reflect MGGA values
- Align with WAGGGS recognition systems

7.1 Individual Awards

Examples to be developed:

- Branch Progression Awards (Level 1, 2, 3, etc.)
- Community Service Award
- Leadership Excellence Award
- Skills Mastery Badges
- National Achievement Award
- President’s Guide Award (highest recognition)

7.2 Group Awards

- Outstanding Community Project Award
- Environmental Action Award
- Innovation Award
- Island Impact Award

8. School-Based and Community-Based Guiding

The programme must clearly define implementation models:

Model	Description
School-Based Guiding	Integrated within schools
Community-Based Guiding	Independent community-led units
Hybrid Model	Combined approach

Guidelines must include:

- Weekly session structure
- Minimum activity hours
- Community project requirements
- Adult supervision standards

9. Deliverables

The team/firm must submit:

1. Inception Report (methodology and work plan)
2. Stakeholder Consultation Report
3. Programme Review & Gap Analysis
4. Draft Girls Programme Framework (all branches)
5. Sample Activity Toolkit
6. Pilot Testing Report
7. Final Programme Package (complete and ready for rollout)
8. Rollout & Training Plan
9. Communication strategy

10. Team Composition and Qualification Requirements

The team/firm must propose a multidisciplinary team with demonstrated expertise in youth programme design, curriculum development, monitoring and evaluation, and stakeholder engagement. The team must collectively demonstrate strong understanding of WAGGGS frameworks and the Maldivian context.

Fluency in English must be demonstrated within the team.

Technical Team and Requirements

1. Team Leader / Lead Programme Development Specialist
2. Curriculum & Education Specialist
3. Youth Development Specialist
4. Communications & Stakeholder Engagement Expert

1. Team Leader / Lead Programme Specialist

Category	Details
Role and Key Functions	Provide overall technical and strategic leadership for the redesign and development of the Girl Guide Programme. Lead the programme review, stakeholder coordination, quality assurance, and finalization of all deliverables. Oversee the development of school-based, community-based, and hybrid guiding models, ensuring alignment with WAGGGS frameworks, national

priorities, and the national curriculum. Ensure integration of key programme pillars including Islamic values, leadership, citizenship, service learning, safeguarding, and Maldivian culture. Guide the development of monitoring and evaluation systems, reporting tools, indicators, and service-hour tracking mechanisms.

Lead and finalize all key deliverables including:

- i. Inception Report
- ii. Stakeholder Consultation Report
- iii. Programme Review & Gap Analysis
- iv. Draft Programme Framework
- v. Pilot Testing Report
- vi. Final Programme Package
- vii. Rollout & Training Plan

Master's degree in:

- i. Education
- ii. Youth Development
- iii. Curriculum Development
- iv. Social Development
- v. Public Policy
- vi. or related field

**Minimum
Qualification**

- i. Minimum 10–15 years of professional experience
- ii. Experience leading national-level programme or curriculum reforms
- iii. Experience managing multi-stakeholder consultations
- iv. Strong understanding of youth and community development programmes
- v. Experience in policy, programme strategy, or institutional development
- vi. Experience in non-formal education and youth leadership programmes preferred
- vii. Experience working with ministries, schools, NGOs, and community organizations will be an added advantage

**Relevant
Experience**

2. Curriculum and Learning Design Specialist

Category	Details
Role and Key Functions	<p>Lead the design and structuring of the Girl Guide Programme framework for all branches. Develop learning outcomes, competency frameworks, progression pathways, branch structures, badge systems, and activity toolkits. Ensure the programme is age-appropriate, progressive, competency-based, and aligned with the national curriculum while maintaining a complementary non-formal education approach.</p> <p>Integrate key programme pillars including:</p> <ol style="list-style-type: none"> i. Islamic faith and values ii. leadership development iii. civic education iv. life skills and financial literacy v. digital literacy vi. environmental awareness vii. health and wellbeing viii. Maldivian culture and heritage ix. global issues x. community service xi. Support the development of leader training structures, facilitator guides, training materials, competency assessment methods, and participation tracking systems.
Minimum Qualification	<p>Master's degree in:</p> <ol style="list-style-type: none"> i. Curriculum Development ii. Education iii. Learning Sciences iv. or related field
Relevant Experience	<ol style="list-style-type: none"> i. Minimum 7–10 years of professional experience ii. Experience in curriculum or programme design iii. Experience in competency-based education and structured learning pathways iv. Experience in co-curricular, non-formal, or youth learning programmes will be an added advantage v. Experience in teacher or facilitator training preferred

3. Youth Development Specialist

Category	Details
Role and Key Functions	<p>Lead the youth engagement, leadership, community participation, service-learning, safeguarding, and monitoring components of the programme. Develop leadership pathways, confidence-building components, community service frameworks, and community project requirements using girl-led and youth-centered approaches.</p> <p>Lead the design of community-based and hybrid guiding models, ensuring accessibility and inclusiveness. Conduct stakeholder consultations with girls, leaders, parents, councils, NGOs, and partner agencies through workshops, focus groups, surveys, island consultations, and online platforms.</p>
Minimum Qualification	<p>Degree in:</p> <ol style="list-style-type: none"> i. Youth Development ii. Psychology iii. Social Work iv. Sociology v. Education vi. Community Development vii. or related field
Relevant Experience	<ol style="list-style-type: none"> i. Minimum 7–10 years of professional experience ii. Experience working with adolescents and young people iii. Experience in community engagement and participatory facilitation iv. Experience in leadership or service-learning programmes v. Experience with youth movements, volunteer programmes, or girls' empowerment programmes will be an added advantage vi. Experience conducting island or decentralized consultations preferred

4. Community Engagement & Consultation Specialist

Category	Details
Role	<p>Lead stakeholder engagement, communication, visibility, consultation coordination, and rollout communication strategies for the programme. Coordinate stakeholder consultations, workshops, outreach activities, and communication with partners and communities.</p> <p>Develop communication and awareness strategies for:</p> <ol style="list-style-type: none">i. programme rolloutii. school and community engagementiii. stakeholder outreachiv. volunteer recruitmentv. participation promotionvi. Support reporting, documentation, advocacy materials, presentations, public awareness activities, branding, and digital engagement approaches.
Minimum Qualification	<p>Degree in:</p> <ol style="list-style-type: none">i. Communicationsii. Public Relationsiii. Mediaiv. Development Communicationv. Social Sciencesvi. or related field
Relevant Experience	<ol style="list-style-type: none">i. Minimum 5–8 years of professional experienceii. Experience in stakeholder engagement and communication campaignsiii. Experience coordinating consultations and workshopsiv. Strong report writing and facilitation skillsv. Experience in youth programmes, civil society, education initiatives, or behavior change communication will be an added advantagevi. Experience in community mobilization preferred

Additional Requirements for the Team

The proposed team must collectively demonstrate:

- Strong understanding of WAGGGS Growing and Learning (GAL) framework and Girl Guiding principles.
- Experience designing progressive programmes with structured awards and recognition systems.
- Experience integrating community service and personal development pathways.
- Ability to conduct consultations in Dhivehi and English.
- Strong written communication skills in English (final programme will be in English).
- Experience working in the Maldives or similar contexts is an advantage.

11. Proposal Requirements

Technical Proposal Must Include:

- Understanding of assignment
- Proposed methodology
- Work plan and timeline (18 months)
- Consultation approach
- Team composition
- Portfolio of similar work
- Related projects (last 10 years)
- CVs of all team members
- At least 2 references each

Financial Proposal

To be submitted separately in MVR.

Must include detailed breakdown:

- Professional fees
- Travel and consultations
- Research and surveys
- Programme development
- Pilot testing
- Design and editing
- Administrative costs
- Taxes

13. Intellectual Property

All materials, tools, frameworks, and resources developed under this assignment shall remain the property of MGGA. Confidentiality must be maintained throughout and after completion.

14. Language

- Final programme: English
- Consultation: English
- The team must be fluent in both languages.

The team/firm would be working with Programmes Commissioner of MGGA. For any further information or to send proposals kindly email to (programmes@girlguides.org.mv or dcc.programmes@girlguides.org.mv).

Evaluation Criteria

1. Technical Capability and Methodology (40%)

This section evaluates the firm's understanding of the project's "REAL" objectives— Relevant, Exciting, Accessible, and Learner-led.

- **Understanding of Assignment:** Demonstration of how the proposed programme will address current gaps (outdated/static frameworks) and align with WAGGGS standards.
- **Methodology:** Quality of the approach for designing a progressive, competency-based curriculum that includes defined learning outcomes and skill development pathways.
- **Consultation Approach:** Effectiveness of the strategy to engage both direct stakeholders (MGGGA executive, girls, leaders) and indirect stakeholders (parents, NGOs) across various islands.
- **Work Plan:** Feasibility of the 18-month timeline across the five specified phases, from desk review to final rollout.

2. Team Composition and Expertise (35%)

The team must collectively demonstrate expertise in youth development, curriculum design, and the Maldivian context.

ROLE	KEY EVALUATION FOCUS
Team Leader	Master's degree and 10-15 years of experience in large-scale programme reform or curriculum design.
Curriculum and Learning Design Specialist	7-10 years of experience in designing age-appropriate, non-formal learning pathways and competency frameworks.
Youth Development Specialist	7-10 years of experience in leadership development and understanding adolescent stages (ages 6–25).
Engagement Specialist	5–8 years of experience in facilitating participatory workshops with youth and community actors.

3. Experience and Portfolio (15%)

Assessment of the firm's track record in delivering similar projects within the last 10 years.

- **Relevant Projects:** Proven experience in youth-focused curriculum development or membership-based movement reforms.
- **Contextual Knowledge:** Demonstrated understanding of the WAGGGS Growing and Learning (GAL) framework.
- **Language & Local Context:** Ability to conduct consultations efficiently, with an advantage given for experience in the Maldives or similar Small Island Developing States.

4. Financial Proposal (10%)

The financial proposal must be submitted in MVR and include a detailed breakdown.

- **Cost Breakdown:** Inclusion of professional fees, travel for island consultations, research/surveys, pilot testing, and design costs.
 - **Value for Money:** Alignment of the proposed budget with the scope of work and the 18-month duration.
-