

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



MALDIVES: ATOLL EDUCATION DEVELOPMENT PROJECT (AEDP: 177768)

Ministry of Education, Higher Education and Skills Development

Republic of Maldives

TERMS OF REFERENCE

Consultancy Services for the Development of Questionnaires on Socio-Emotional Skills for the National Assessment of Learning Outcomes

(Procurement Ref: MV-MOE-AEDP-571160-CS-CQS)

Background

The Maldives Atoll Education Development Project (AEDP) is organized under five components: (a) enhancing curriculum delivery; (b) continuing teacher development; (c) measuring and enhancing system performance; (d) coordination, monitoring, capacity building and technical assistance; and (e) contingent emergency response. These components and the activities under them were prepared through a process of consultation and collaboration with the Ministry of Education, Higher Education and Skills Development; the Ministry of Finance and Treasury (MoFT); the atoll education agencies; public and private employers; academics and school principals, teachers, parents and students. The components and activities are also based on the knowledge and experience gained through the implementation of the Learning Assessment and Measurement (LAMP) Global Partnership for Education (GPE) trust fund.

The Government of Maldives (GoM) is implementing the "Maldives: Atoll Education Development Project (AEDP), funded by the World Bank. The project aims to increase access to education and enhance the quality of secondary education. The four components of this project are:

Component 1: Enhancing Curriculum Delivery and Increasing Higher Secondary Participation

This component aims to promote strategic initiatives at the country level to strengthen and develop the general education system, focusing on access and quality at the secondary level. Under this component: teaching/learning materials will be procured to enhance student literacy and numeracy skills; STEM and ICT in education will be promoted; and the effectiveness of curriculum delivery will be enhanced by implementing vocational education in selected secondary schools.

Component 2: Continuing Teacher Development

The objective of this component is to develop Maldivian schools to strategically implement the initiatives under component 1 (one) by building the capacity of teachers. Under this component, in-service teacher

support (professional development) is planned. These support sessions include: developing teaching/learning materials, addressing effective pedagogical practices, and developing teaching/learning activities to support students with complex learning needs.

Component 3: Measuring and Enhancing School and System Performance

This component aims to measure the school system's performance through quality assurance activities and assessment of national learning outcomes. This component would support academics in higher education institutions to undertake policy analyses using the information and data from quality assurance activities and the assessments conducted under AEDP. The main procurements under this component will be consultancies and atoll-level human resource development.

Component 4: Coordination, Monitoring, Capacity Building and Technical Assistance

This component will assist the GoM in supporting coordination, operation and monitoring, capacity building and technical assistance, and communications concerning the project. Furthermore, this component will assist schools in getting grants for activities to improve their teaching/learning process.

Component 5: Contingency Emergency Response

Background of the assignment

The AEDP is supporting the Quality Assurance Department (QAD) of Ministry of Education, Higher Education and Skills Development to develop the capacity of the country to plan and execute the National Assessments of Learning Outcomes (NALO) across all Key Stages. Apart from content knowledge, NALO also involves assessing various aspects of Social and Emotional Skills (SES) and well-being within the school ecosystem. Extensive research shows that SES plays a critical role in the holistic development of students, helping them acquire and apply skills necessary to manage emotions, establish positive relationships, and make responsible decisions. While it also significantly influences teachers effectiveness and leadership efficacy within the school system.

As part of efforts to integrate whole school approach to socio-emotional well-being, QAD seeks to develop items and formulate questionnaires to assess current SES practices, needs, and outcomes among students, teachers, and School leaders of the school. This broader assessment will provide a comprehensive understanding of the school climate and the factors influencing teaching and learning. The data collected using the questionnaires will be utilised for the development of educational policies and programmes. QAD requires assistance to design and develop reliable and culturally appropriate items for the questionnaires that measures various aspects of SES and well-being for all three key stakeholder groups (students, teachers and school leaders). Thus, the QAD is looking for a consultancy firm for the work.

Objective and scope of services

The objective of this consultancy is to develop comprehensive questionnaires that measure key domains of SES and well-being within the school ecosystem. The questionnaires should align with recognized SES

frameworks and support data collection for baseline assessments, monitoring progress, evaluation and informing SES interventions for students, teacher professional development, and school leadership support. The Consultancy firm is expected to:

- Conduct a brief review of existing SES frameworks and assessment tools relevant to students, teachers and school leaders (leading teachers, deputy principal and principal).
- Hold consultative meetings with key stakeholders
- Collaborate with stakeholders to identify priority SES and well-being domains for target groups. This includes self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, aligned with the national curriculum.
- Provide a brief report summarizing the methodology, key design decisions, and validation process.
- Develop item specifications including intended construct and age group of students (Key Stages 1, 2, 3,4 and 5).
- Design and develop draft versions of the SES questionnaires tailored to the specific target groups (**students** at Key Stages 1, 2, 3, 4 and 5; **teachers** and **school leaders** (leading teachers, deputy principal and principal).
- Ensure items for student questionnaires are age-appropriate, culturally relevant, and inclusive.
- Pre-test the draft questionnaires with representative samples from each target group and incorporate feedback.
- Facilitate expert review and cognitive testing of sample items (e.g., through teacher feedback or student focus groups).
- **Develop Technical Guidance documents for each questionnaire** describing:
 - How to administer the questionnaires.
 - Scoring, data analysis and interpretation.
 - Recommendations for adaptation and future validation.
 - Procedures on how to handle sensitive cases (safeguarding).
 - Finalize the questionnaires (7 questionnaires in total: for **students** - Key Stages 1, 2, 3, 4 and 5; **teachers**, **school leaders** - leading teachers, deputy principal and principal; including guidance notes for administration, scoring, and analysis for each.

Deliverables, timeline, and payment schedule

Timeline	Tasks	Deliverables	Payment %
1 person-week	Develop inception report detailing the methodology, SES domains to be assessed, work plan, timeline, key stakeholders to engage and initial outline of the questionnaires structure, the number of items per domain for each questionnaire.	Completed inception report	10%

1 person-weeks	Learning insight into the task • Discussion with focus groups		
1 person-weeks	Develop a framework or matrix with proposed item types for all targeted groups (students by key stage, teachers and school leaders (leading teachers, deputy principal and principal	SES Domain Framework developed and Item Development Plan prepared	
3 person-weeks	Draft a set of SES assessment items across relevant domains for students (key stage 1, 2, 3, 4 and 5), teachers and school leaders (leading teachers, deputy principal and principal	Drafted set of SES assessment items across relevant domains for students, teachers and school leaders (7 questionnaires)	10%
3 person-weeks	Piloting and Expert Review Report of items	Expert Review Report	30%
1 person-weeks	Revise and Finalize questionnaires with the piloted items • Items clearly organized by domain and age group, with scoring guidance and item difficulty indicators if applicable.	Revised and finalized questionnaires (7 questionnaires)	
1 person-weeks	Develop a comprehensive technical Guidance Document with a manual describing: • How to administer the items • How to score, data analyze and interpret results, • Recommendations for adaptation and future validation • Procedures how to handle sensitive cases	Develop technical guidance document	
1 person-weeks	Draft of the report summarizing the entire process, rationale for item development decisions, stakeholder engagement outcomes, testing methodology, revisions made, and recommendations for further use.	Draft report	20%
1 person-weeks	• 7 final questionnaires (students -1 for each key stage 1, 2, 3, 4 and 5; teachers and school leaders - leading teacher, deputy principal and principal). • Final report summarizing the entire process, rationale for item development decisions, stakeholder engagement outcomes, testing methodology, revisions made, and recommendations for further use.	Finalized questionnaires Finalized report	30%

Procedure for review of deliverables

The deliverables will be checked by QAD and feedback will be provided to the consultancy firm. The deliverables will be deemed as completed, once approved by the Assessment Team lead, in writing.

Required qualifications and experience

The consultancy firm shall propose a multidisciplinary team of at least three (3) members, comprising one Team Leader and two technical experts. The proposed team shall collectively possess the following qualifications and experience:

Required Qualifications:

- The Team Leader must possess at least a master's degree in Psychology or Psychometrics or Educational Measurement and Evaluation or Statistics or a related field.
- At least one team member must possess at least a Master's Degree in Psychology or Educational Psychology or Developmental Psychology, or a related field.
- At least one team member must possess at least a Master's Degree in Statistics or Educational Measurement and Evaluation or a related field, with relevant expertise in statistical analysis and/or educational assessment.
- The team should collectively demonstrate academic and technical expertise in psychometrics, educational assessment, statistics, psychology, and questionnaire development.
- A doctoral degree in a relevant field will be an advantage.

Required Experience

The consultancy firm and its proposed team shall collectively demonstrate the following experience:

- The team must have successfully completed at least two (2) similar assignments involving the development, adaptation, validation, or evaluation of questionnaires or assessment instruments.
- The team must demonstrate experience in developing questionnaires or assessment instruments for children and/or adolescents, preferably within an educational setting.
- The team must have relevant experience in developing and assessing socio-emotional skills, social and emotional learning, psychological constructs, or related competencies.
- The team must demonstrate experience in pilot testing, item review, reliability and validity analysis, and refinement of assessment instruments.
- The team must have experience in using appropriate statistical and/or psychometric methods and software for analysing questionnaire and assessment data such as STATA, SPSS or ConQuest.

Duration of the contract

The contract duration will be approximately 13 person-weeks, starting from the date of signing the agreement.

Remuneration

The payment will be processed as per the agreement rate and based on the completion and acceptance of the deliverables in the payment schedule.

Other requirements

- The Consultancy firm will work remotely.
- The Consultancy firm will be required to provide regular updates and attend meetings as and when required by the QAD.
- The sampling for piloting and validation must be conducted using a predefined list of specific islands and schools provided by QAD. This list is designed to ensure national representation based on enrollment size, geographic location (remote atolls, urban centers). The consultant is required to use this list for all participant recruitment (students, teachers and school leaders; leading teachers, deputy principal, principal)
- QAD will provide assistance in communicating with schools.
- Financial proposal should include all the cost including travel cost.

List of schools

	Atoll / Island	School	School enrollment
1	Hdh. Kulhudhuffushi	Afeefuddin School	1044
2	Hdh. Kurinbi	Kurinbee school	141
3	B. Dharavandhoo	B.Atoll School	217
4	B. Donfan	Dhonfanu School	93
5	K. Maafushi	Maafushee School	526
6	M. Naalaafushi	Naalaafushi School	71
7	M. Muli	M.Atoll Education Center	245
8	L. Fonadhoo	L. Atoll Education Centre	726
9	L. Gan / Mukurimagu	Mukurimagu School	71
10	S. Hithadhoo	Sharafuddin School	1122
11	S. Maradhoo	Irushaadhiyya School	291
12	Male'	S'alaah'udhdheen School	2718
13	Male'	Muhyiddin School	888