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Learning Advancement and Measurement Project (LAMP: P172631)
Ministry of Education
Republic of Maldives

TERMS OF REFERENCE

Consultancy to Develop Universal Screening Tool for Early Identification of Specific Learning Difficulties (SpLD) and Global Developmental Delays (GDD) in Students for Foundation Stage up to Key Stage 2 (LKG – Gr-6)

(Procurement Ref: MV-MOE-220097-CS-CQS)

Background

The Government of Maldives (GoM) has an Education Sector Plan (ESP) endorsed by the Local Education Group (LEG) under implementation. This is the central step required for financial assistance from the GPE. The ESP has four main goals. The first goal is to improve learning for all through equitable access to quality education. The main results of the GoM seeks to achieve under this goal are to ensure that all children from preschool through grade 12 are enrolled in school, learning gaps across atolls are reduced, and overall learning outcomes are improved. The second goal is to provide youth and adults with the necessary skills for employment, decent work and entrepreneurship. The third goal is to ensure equitable access to lifelong learning and a quality higher education for all. The fourth and final goal is to strengthen the system for efficiency to deliver high quality education. The Maldives Learning Advancement and Measurement Project (LAMP) will support the first goal by promoting strategic initiatives to improve learning outcomes in foundation and primary education, with a special focus on the atolls where learning levels are lowest.

Components of the LAMP

The LAMP is organised into three components.

Component one: Strengthening Curriculum Implementation: is designed to strengthen curriculum implementation and improve learning outcomes in key subjects, English, mathematics and Dhivehi at the Foundation and Primary Education stages. To ensure equitable access to learning, this component is also designed to provide support for children with SEN and students at risk.

Component two: Improving Teacher Education and Development: is designed to improve teacher quality and performance; with initiatives aimed at improving both pre-service teacher education and continuing professional development of teachers. The Project will help the GoM to develop SBPD to continuously improve teacher motivation, pedagogical skills, competencies and performance. In addition, the Project will help enhance the quality of pre-service teacher education programs offered by the MNU, IUM, and non-state HEIs.

Component three: Advancing the Measurement of Student Learning and School Performance: is designed to advance the measurement of student learning and school performance; with specific initiatives aimed at modernising the system for learning assessment and developing the school QA system.





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1.0 Background of the Assignment

The literacy and numeracy in children are embedded in the early years of their development. During these years, it is important to identify students with developmental delays and Specific Learning Difficulties (SpLDs) challenged for reading, writing and mathematical skills. Early identification and learning interventions play a vital role in defining learning pathways for the child and enhances academic improvement. To do so, educational screening tools are necessary equipment to determine reasonable accommodations for Students with Complex Learning Profiles (SCLPs). The screening tool will assist teachers and other practitioners to develop an understanding of what the main barriers to learning are for a student presenting developmental delays or learning difficulties. The information gained from the assessment will guide teachers and practitioners to develop proper interventions with reasonable accommodations for the student's educational need.

Therefore, through this consultancy, the Department of Inclusive Education (DoIE) proposes to develop a universal screening tool for early identification of students with SpLDs and GDD in school context. Under the component 1.2 of the LAMP, this consultancy will develop contextual standard academic tools that would be used by the DoIE and schools to conduct screening for Foundation Stage to Key Stage 2 (age 4 to 12 years), and identify students with SpLD and GDD who require special educational services, and the types and frequencies of services that will support a student's success.

2.0 Objective of the Assignment

The main objective of this assignment is to develop a proper screening mechanism in schools to promote early identification and plan proper mechanisms for interventions and other services to enhance reading, writing and mathematical skills of students with complex learning profiles.

3.0 Scope of Work

The Consultancy firm shall:

- Propose a framework for screening SpLD and GDD in schools;
- Develop educational screening tool for early identification of students with SpLD and GDD in schools; and
- Carry out an in-depth analysis of the available documents and relevant literature including the National Curriculum Framework (NCF) and National Literacy and Mathematics Strategy (NLMS).





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4.0 Deliverables and timeline:

Expected deliverables and timeline of the consultancy are given below:

Major activities	Deliverables	Time frame
a) In consultation with the DoIE, carry out a comprehensive revision of the literature and focus group discussions to identify the contextual need analysis with the relevant stakeholders.	Final report of the need analysis revision with recommendations for developing the tools	2-3 weeks
b) Develop guidelines and framework on how to carryout screening for early identification of students with SpLD and GDD in schools.	Final drafts of the guidelines and screening framework	3-4 weeks
c) Develop an educational screening tool for the identification of SpLD and GDD in students in the schools who are from Foundation Stage to Key Stage 2. The tool must be accessible in both Dhivehi and English languages.	Final draft of the screening tool in English and Dhivehi	3-4 weeks
Consult with the Inclusive Education Technical Committee, DoIE's Senior Management Team (SMT) and relevant stakeholders for comments for the first draft of the tool.		
Revise the tool as per the feedback and submit the final draft of the tool to DoIE. Provide technical and advisory support to the DoIE on the initial phase of implementation of the plan.		





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5.0 Team Composition & Qualification Requirements for the Key Experts Whose CV and Experience would be evaluated.

In order to successfully carry out the consultancy services listed above, Key Experts having following qualifications and requirements shall be engaged in addition to the other non-Key Experts whose input is required to satisfactory completion of the assignment.

● **Team Leader**

- Must have at least a postgraduate degree (Master's or above) in education, special education, psychology, or related field of study.
- Must have at least 5 years of experience of providing interventions and training in inclusive education or related fields of consultancy

● **Educational Specialists [03 positions]**

- Must have at least Bachelor's Degree in education, special education, psychology, or related field of study.
- Must have at least 5 years of experience of providing interventions and training in inclusive education or related fields of consultancy.

6.0 Duration of the Assignment

The time duration for completion of the assignment is four (4) person months.

7.0 Payment Schedule

The payment shall be made upon acceptance of deliverables as per the below schedule.

#	Deliverable	Payment %
1	Signing of the contract and submission & acceptance of inception report.	10% of the contract price
2	Submission and acceptance of final report of the need analysis revision with recommendations for developing the tools.	20% of the contract price
3	Submission and acceptance of the final version of the guidelines and screening framework.	30% of the contract price
4	Submission and acceptance of the final version of the screening tool in English and Dhivehi.	40% of the contract price



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8.0 Duty of Care

The Consultant shall implement measures for the health and safety at the workplace. Such measures shall include:

- Implementation of a safe workplace and procedures, procurement of secure tools and equipment for carrying out work, and ensuring the continued safety of the same;
- Provide safe materials to work with;
- Provide or arrange for the appropriate medical care for its employees injured while carrying out the project; and
- Arrange the facilitation of first aid to its employees in emergencies or accidents.

9.0 Data, Services and Facilities to be provided by the client

- DoIE shall provide any relevant information, reports, and data, necessary to carry out the assignment.

10.0 Client's Input and Counterpart Personnel

- DoIE shall assign a focal point to coordinate with the firm throughout the assignment.

11.0 Procedure for Review of Deliverables

- The consultancy firm should submit the deliverable at the end of each deliverable time period within 10 working days after completing the deliverables, in a format agreed with the DoIE focal.

