

Term of Reference

Title: Terms of Reference (ToR) for Developing Learning Competency Framework (LCF) and Socio-emotional Learning (SEL) for Students from Grades 6 to 9

Type of Assignment	Developing a Learning Competency Framework (LCF) for the subjects Bangla, English, Math and Socio-Emotional Learning (SEL) and Module Development on Menstrual Hygiene Management (MHM), Gender-Based Violence (GBV), Early Marriage, and Digital Divide for Students from Grades 6 to 9
Purpose of the Framework	Identify areas of improvement to reduce learning gaps among students from grades 6 to 9 in the NCTB curriculum and empower girls with awareness session on Menstrual Hygiene Management (MHM), Gender-Based Violence (GBV), Early Marriage, and Digital Divide
Project Title	ODOMMO- Operating Diversified Opportunities in Mass Mitigation of Obstacles of Girl’s Education
Project Goal	The project aims to ensure quality education for girls by addressing underlying inequalities and discriminatory practices, strengthening stakeholder relations, changing attitudes toward girls' education, improving access and retention for marginalised girls, and advocating for girls' rights at local and national levels.
Project Locations	Upazila: Mithamoin, District: Kishoreganj
Project Duration	November 01, 2022 – November 30, 2025
Duration of Assignment	02 Months
Start & End Date of Assignment	March 25, 2024 - May 24, 2024
Report Recipient	JAAGO Foundation Trust (JFT)
Development Partner/Funded By	Malala Fund

Section 1. ABOUT THE JAAGO FOUNDATION TRUST (JFT)

JAAGO Foundation Trust (JFT), a non-governmental organisation in Bangladesh, is dedicated to eradicating poverty through education, aiming to uplift the lives of underprivileged children and youth in the face of poverty, illiteracy, and social inequality. The organisation embraces an inclusive, participatory approach, placing people at the forefront of its initiatives. Departing from traditional poverty alleviation methods, JAAGO adopts a self-help, self-sustainable model through community involvement and the formation of youth and volunteer groups in rural Bangladesh.

The organisation envisions a society free from exploitation and discrimination, where every child has educational opportunities, and youth can realise their potential. JAAGO seeks to break the cycle of poverty by empowering communities ensuring equal opportunities, rights, governance, social justice, and an improved quality of life. JAAGO empowers underprivileged children and communities, enabling the pursuit of higher education, economic opportunities, and contributions to family and community development. JAAGO extends its impact through the Youth Development Program, engaging more than 50,000 registered youth leaders nationwide. This initiative focuses on national development, reallocating skills and resources to foster self-reliance, growth, and meaningful contributions. Aligned with the Positive Youth Development (PYD) approach, the program aims to increase meaningful youth participation, enhance skills, provide opportunities, and build healthy relationships, promoting collective leadership.

In its commitment to equality, inclusion, and diversity, JAAGO Foundation Trust (JFT) strives to uplift marginalised youth, including girls, indigenous, and minority groups, breaking the constraints that limit their decisions about education, employment, and social capital. JAAGO's holistic approach towards teaching and youth development contributes significantly to the sustainable development of Bangladesh, aligning with the UN's goals for a better future.

Section 2. PROJECT OVERVIEW:

The project **“ODOMMO- Operating Diversified Opportunities in Mass Mitigation of Obstacles of Girl’s Education”** initiated by the Jaago Foundation Trust (JFT) responds to the Education Champion Network funded by the Malala Fund aimed at addressing the challenges that keep girls out of school.

ODOMMO is a transformative project designed to ensure quality education for girls in Bangladesh by addressing prevalent gender disparities in access, quality, and retention within the education system. Despite significant global progress in education, data reveals that approximately 129 million female students are out of school, with factors such as poverty, child marriage, and gender-based violence contributing to this disparity. In Bangladesh, characterised by its patriarchal society, commendable strides have been made in education, particularly at the secondary level, with initiatives such as Female Stipend Programs playing a pivotal role in closing the gender gap in enrollment. However, challenges persist, necessitating a comprehensive approach to tackle gender inequities in education.

The primary goal of ODOMMO is to ensure quality education for girls in Bangladesh, with a focus on specific outcomes. These outcomes include strengthening relations with local stakeholders, schools, and government authorities to create a conducive environment for girls' education; changing the knowledge and behavior of stakeholders toward girls' education through targeted advocacy and awareness campaigns; improving opportunities for dropout and climate-affected girls to access and retain schooling; ensuring education opportunities for girls with learning gaps and those not at grade

level; enhancing parental perceptions of girls' education; raising awareness of the importance of girls' education at the local and national levels; training teachers on gender equity, girls' hygiene, and classroom instruction; equipping girls with the knowledge and skills to advocate for their learning environment; ensuring a supportive learning environment for girls through School Management Committees (SMCs); and improving the attitudes of SMC members from other community schools toward establishing girls-friendly learning environments.

Related data and statistics underscore the urgency of ODOMMO's mission. Globally, approximately 32 million girls of primary school age, 30 million of lower secondary school age, and 67 million of upper secondary school age are out of school, highlighting the need for targeted interventions to address gender disparities in education. In Bangladesh, initiatives such as Female Stipend Programs have demonstrated the potential for driving positive change in girls' education outcomes. However, underlying inequalities and discriminatory practices persist, hindering girls' access to quality education. ODOMMO aims to catalyse change, driving tangible improvements in girls' education outcomes and fostering a more equitable and inclusive education system in Bangladesh.

2.1 Goal of Learning Competency Framework (LCF):

The goal of developing a learning competency framework for students of grades 6 to 9 under the National Curriculum and Textbook Board (NCTB) curriculum is to systematically assess and enhance students' academic competencies across subjects like Math, Bangla, English, and Socio-emotional Learning (SEL). This framework aims to provide educators and policymakers with a structured tool to identify learning gaps, track student progress, and tailor instructional strategies to meet the diverse learning needs of students. By aligning with the NCTB curriculum, the framework ensures that it addresses the specific learning objectives and standards outlined by the national educational authority, ultimately enhancing the quality and effectiveness of education delivery in Bangladesh.

The development of a Learning Competency Framework (LCF) for students in grades 6 to 9 is essential to ensure a comprehensive and structured approach to education. This framework will guide educators, policymakers, and stakeholders to align teaching methodologies, assessments, and educational objectives.

2.2 Goal of Modules on Menstrual Hygiene Management (MHM), Gender-Based Violence (GBV), Early Marriage, and Digital Divide

The goal of preparing modules on Menstrual Hygiene Management (MHM), Gender-Based Violence (GBV), Early Marriage, and Digital Divide is to empower girls with comprehensive knowledge and practical skills essential for their holistic development. These modules aim to promote the physical and emotional well-being of girls by providing them with the necessary information and resources to maintain optimal menstrual hygiene practices.

Additionally, they seek to equip girls with the awareness and tools to recognize, prevent, and respond effectively to instances of gender-based violence, thereby fostering a safer environment conducive to their personal growth. Moreover, these modules aim to increase girls' understanding of the risks and consequences associated with early marriage, empowering them to make informed decisions and advocate for their rights. Lastly, by enhancing girls' digital literacy skills, the modules enable them to navigate the digital world safely, utilizing technology for education, communication, and personal development while mitigating potential risks. Through these concerted efforts, the modules aspire to empower girls to lead healthier, safer, and more empowered lives.

2.3 Objectives of the Educational Materials:

The primary objective of this task is to develop a Learning Competency Framework on Bangla, English, Math, and Socio-emotional Learning (SEL) tailored to the needs and developmental stages of students in grades 6 to 9. Specifically, the framework should:

- Identify key competencies and learning outcomes relevant to each grade level.
- Provide a structured approach to curriculum design and delivery.
- Support educators in fostering holistic development among students.
- Ensure alignment with national educational standards and goals.
- Facilitate the assessment of student progress and achievement.
- Develop engaging modules on MHM, GBV, early marriage, and digital literacy to empower girls with essential knowledge and skills.

Section 3. SCOPE OF WORK:

The scope of work for developing the Learning Competency Framework includes, but is not limited to:

Learning Competency Framework:

- Reviewing existing curriculum guidelines, educational standards, and best practices.
- Conducting consultations with educators, subject matter experts, and relevant stakeholders to gather insights and feedback.
- Identifying essential competencies across various subject areas, including but not limited to language arts, mathematics, science, social studies, and life skills.
- Mapping competencies to specific grade levels and ensuring progression and continuity in learning.
- Developing detailed descriptors for each competency, outlining observable behaviours and measurable outcomes.
- Incorporating principles of inclusivity, diversity, and equity to ensure the framework caters to the needs of all students.
- Validating the framework through pilot testing and feedback sessions with educators and students.
- Finalising the framework based on feedback received and preparing a comprehensive document for dissemination.

Module Development:

- Review existing literature, guidelines, and resources on MHM, GBV, early marriage, and digital literacy tailored for girls, ensuring relevance to the target audience's cultural and social context.
- Develop comprehensive modules for awareness sessions, incorporating evidence-based information, interactive activities, case studies, and practical tips.
- Ensure the modules are age-appropriate, culturally sensitive, and accessible to diverse groups of girls, including those with disabilities and from marginalized communities.
- Collaborate with subject matter experts, educators, psychologists, and youth advocates to ensure the accuracy, effectiveness, and relevance of the content.

- Incorporate feedback from pilot sessions and consultations with stakeholders to refine the modules iteratively.

3.1 Key deliverables are as follows:

The following deliverables are expected as part of this project:

Activity	Deliverable	Dates
Developing a Learning Competency Framework (LCF) for the subjects Bangla, English, Math and Socio-Emotional Learning (SEL) for Students from Grades 6 to 9	A draft version of the Learning Competency Framework of Bangla, English, Math and Socio-Emotional Learning (SEL)	31/04/2024
	The final version of the Learning Competency Framework of Bangla, English, Math and Socio-Emotional Learning (SEL) incorporating revisions and feedback	05/05/2024
	Supplementary materials, such as a handout containing SEL class contents, implementation guidelines/ schedules/ overview or training resources, as deemed necessary.	05/05/2024
Module Development on Menstrual Hygiene Management (MHM), Gender-Based Violence (GBV), Early Marriage, and Digital Divide for Students from Grades 6 to 9	Detailed outline of the modules for each topic, including session objectives, content structure, and proposed activities and trainer's guide with instructions.	31/04/2024
	Presentation materials, handouts, and visual aids to facilitate interactive and engaging sessions.	31/04/2024
	Finalized modules in digital and printable formats, accompanied by a comprehensive implementation guide.	05/05/2024

3.2 Support from JAAGO Foundation Trust (JFT) :

Technical support and Feedback on the Learning Competency Framework on Banglam English, Math, and Socio-Emotional Learning (SEL)

Section 4: DURATION OF THE AGREEMENT

This agreement establishes the validity between the involved parties, namely JAAGO Foundation Trust (JFT) and Bangladesh and the consultant, for the project duration, from March 25, 2024, to May 24, 2024.

Section 5. MODE OF PAYMENT

A. Payment will be made after deducting the VAT and TAX through Online Bank Transfer/Account Payee Cheque to the organisation upon invoice submission.

Section 6. GENERAL & FINANCIAL CONSIDERATIONS:

To fulfil the services stipulated in this Agreement, individual consultants may obtain or have access to some needed information concerning the overall JAAGO Foundation Trust (JFT). Individual consultant agrees that, during the period of the contract or at any time after that, it will not:

- Disclose confidential information to any unauthorised person; make use or attempt to use any confidential information, process, papers or documents for personal benefit or the benefit of any other organisation or in any manner other than in accordance with the terms under this special service agreement.
- The performance of this task under this agreement shall be the property of JAAGO Foundation Trust (JFT) here; due credit and attribution will be given to individual consultants.
- Payment would be made through an automatic Bank Transfer directly into JAAGO Foundation Trust (JFT) A/C or any scheduled Bank in Bangladesh in favour of the individual consultant. For payment, a personal consultant must submit an invoice describing the agreed accomplishment. It is noted that individual consultant must fill up their account number as per instruction: i) Account name, ii) A/C number, iii) Bank name, iv) Branch name, and v) E-mail address.

Section 7. PAYMENT MILESTONE:

The payment will be disbursed as per the following schedule:

Element	Percentage
A draft version of the Learning Competency Framework and modules	50%
Upon Completion of all deliverables	50%
Total	100%

All payments will be made through bank transfer. VAT and Tax will be deducted at the source when applicable.

Section 8. OWNERSHIP:

JAAGO Foundation Trust (JFT) will have ownership of all the content, materials, and all sorts of data. A non-disclosure agreement (NDA) will be signed to ensure data security.

Section 9. REPORTING

Name: Md Iftikhar-UI-Karim

Designation: Sr. Manager, Project Implementation Team

JAAGO Foundation Trust (JFT)

Email: iftikhar.karim@jaago.com.bd

Section 10. EXPERIENCE/ QUALIFICATION REQUIRED

1. Consultant will have at least 07 years of work experience in educational and social research.
2. The team must include relevant technical expertise on gender, SEL, and education.
3. Demonstrated experience in developing educational materials, preferably on topics related to MHM, GBV, early marriage, or digital literacy.
4. Familiarity with gender-sensitive approaches and adolescent psychology.
5. Strong communication and collaboration skills to engage with diverse stakeholders effectively.
6. Ability to work within tight deadlines and adapt to feedback and changing requirements.

Section 11. RISKS ASSUMPTIONS AND MITIGATION:

The risks and assumptions involved in the study should be identified and discussed with a strategy for mitigating the risks. Due to any circumstances, if the individual consultant fails to produce the deliverables, the advance will be refunded to the JAAGO Foundation Trust (JFT) account through an account payee cheque within fifteen (15) working days.

Section 12. Safeguarding:

The selected organisation must adhere to the JAAGO Foundation Trust (JFT) code of conduct and safeguarding requirements as Safeguarding standards and policies at JAAGO Foundation Trust (JFT).

Section 13. Contact person

Md. Iftikhar Ul Karim, Sr. Manager, Project Implementation Team from JAAGO Foundation Trust (JFT), will be available to answer any queries or clarifications regarding this ToR. He will be available to answer questions and queries through iftikhar.karim@jaago.com.bd from March 25, 2024, to March 31, 2024.

Section 14. General Provision

14.1 Publicity

Any news release, public announcement, advertisement or publicity proposed to be released concerning the proposal, activities and or implementation plan of Team Member in connection with this Agreement or the resulting partners may only be released with a mutual understanding among the partners.

14.2 Conflict of Interest

The Parties agree that they will not form any relationship that results in a Conflict of Interest during the term of this Agreement. Such Conflict of Interest includes, without limitation, any relationship which may affect or which may reasonably appear to affect a Party's objectivity or ability to perform the work anticipated under this Agreement. Team Member shall notify JAAGO Foundation Trust (JFT) immediately of any potential conflict of interest arising from the provision of services to any other organisation, government entity, or corporation through the term of this Agreement.

14.3 Notices

All notices and other communications relating to this Agreement shall be directed only to specific persons designated as representatives of the Parties. These appointments shall be kept current during the period of this Agreement. The Parties shall not be contractually bound by any communications, except written communications signed by their respective representatives designated below for the receipt of contractual notices.

14.4 Assignment

Neither this Agreement nor any interest herein may be assigned, in whole or in part, by either Party without the prior written consent of the other Party.

8.5 Amendments

This Agreement may be amended at any time upon the mutual consent of the Parties. Any such amendment must be in writing, identify the provisions of this Agreement to be amended, and be signed by authorised signatories of the Parties.