**TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS**

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| **Title**  Desk study on Employability skills for Senior Secondary Schools | **Funding Code**  Non-Grant (RR) | **Type of engagement**  Consultant | **Duty Station**  Remote with travel to Nigeria |
| **Background and Purpose of the Assignment**  Nigeria is home to approximately 206 million people[[1]](#footnote-2), 43 per cent of whom are below 14 years of age[[2]](#footnote-3). By 2030, there will be close to 126 million children in Nigeria[[3]](#footnote-4). Rapid population growth and the swelling child population will place significant pressure on the education system, including its infrastructure and resources[[4]](#footnote-5). At the same time, this growth means that Nigeria has the potential to reap a dividend from the impending youth bulge, but this will require significant investments in children’s and adolescents’ education and well-being[[5]](#footnote-6). The country has developed policies that guarantee free and compulsory basic education and has seen increasing access to education in recent years.  Unfortunately, learning poverty remains an equally important challenge. More than 70 per cent of children of primary school age cannot read with understanding or solve simple math problems[[6]](#footnote-7), and 50 per cent of primary students on average cannot read or write[[7]](#footnote-8). These gaps in foundational skills are cumulative across the lifecycle, increasing learners’ risk of dropping out and impeding their ability to acquire the skills they need to thrive in the workforce, to be actively engaged citizens and to nurture healthy and prosperous families.  This learning crisis has been exacerbated by disruptions to education. COVID-19 school closures impacted more than 50 million learners at the peak of the pandemic. Conflict and insecurity in the north and central regions of Nigeria exacerbate education disruption through attacks on schools and internal displacement. School closures due to insecurity in the 2020/2021 academic year affected over 11,000 schools and 1.3 million children for four months. Natural disasters also cause interruptions to education; for example, the flooding in Jigawa state forced 159 schools to close and affected more than 4,700 children (2,311 girls) who became internally displaced and had to continue their education remotely.  To succeed in school, in the workplace and to positively contribute to the development of society, all children and adolescents need access to quality, inclusive learning and skills development opportunities. To this end, the Federal Ministry of Education (FME) has developed a National Skills Development Framework (NSDF), with support from UNICEF and relevant partners, that defines core and secondary skills and provides guidance and tools for designing, implementing, coordinating and assessing programmes and interventionsthat support skills development in Nigeria.  Included within the Framework is a focus on preparing learners for the labour market, by providing access to quality employability skills development. Employability skills are cross-cutting skills that span the four basic categories of skills: foundational, transferable, digital, and job-specific. These skills increase young people’s employability by preparing them with the breadth of skills to become competitive in the labour market. Employability skills are built and strengthened across the life course, including:   * Basic, or “functional,” literacy and numeracy, which enable individuals to complete basic reading, writing and computation tasks related to their job; * Transferable skills that are used to solve problems and deal with work-related challenges; * Digital literacy to leverage technology and improve efficiency; * Basic job-specific skills that enable individuals to perform the tasks required in their profession.   UNICEF Nigeria Country Office (NCO) will work with government partners at national, state and community levels to review the existing situation on the provision of quality employability skills development at senior secondary level in Nigeria and develop a model for senior secondary employability skills development.  A consultant is needed to conduct a situation analysis on employability skills development opportunities in Nigeria, especially those for out-of-school children and adolescents, identify barriers/challenges to transition to the labour force, and make recommendations contributing to a model including best practices for employability skills programming to support the school to work transition for senior secondary school learners in Nigeria. | | | |
| **Scope of Work:**  Under the overall supervision of the Chief of Education, the consultant will report directly to the Education Specialist (Access) and will be responsible for the following over the course of the contract:   1. Undertake a desk review of the evidence on employability skills for senior secondary school learners globally, in Africa and in the Nigerian context. The desk review will explore what opportunities are available for employability skills development and what models work. 2. Develop, in consultation with different stakeholders, a model for employability skills development for senior secondary school and recommend a vehicle for delivery of the skills. 3. Two (2) revisions to the model based on UNICEF and government feedback. 4. Develop the following requisite materials:    1. Teacher and facilitator training guide    2. Teacher and facilitator resources - structured lesson plans and guides    3. Materials for delivering mentoring and career counseling in senior secondary school.   To achieve this, UNICEF is seeking the services of an international consultant with experience in conducting mixed methods research, and in the analysis of education data to inform evidence-based interventions and system-strengthening support for building alternative learning pathway models and distance learning opportunities, development of strategy papers as well as an understanding of the OOSC phenomenon in the sub-Saharan Africa. | | | |
| **Child Safeguarding**   Is this project/assignment considered as “[Elevated Risk Role](about:blank)” from a child safeguarding perspective?          YES       NO     If YES, check all that apply:    **Direct contact role** YES       NO   If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:   |  | | --- | |  |   **Child data role** YES      NO   If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):   |  | | --- | |  |   More information is available in the [Child Safeguarding SharePoint](about:blank) and [Child Safeguarding FAQs and Updates](about:blank) | | | |

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| **Budget Year:**  **2024** | **Requesting Section/Issuing Office:**  *Education/Abuja* | | **Reasons why work cannot be done by staff:**  The role requires significant and specific technical capacity and expertise on situation analysis, skills development, secondary education and employability skills/school to work transition. | | | |
| **Included in Annual/Rolling Workplan:**  Yes No, please justify: | | | | | | |
| **Consultant sourcing:**  National International Both  **Consultant selection method:**  Competitive Selection (Roster)  Competitive Selection (Advertisement/Desk Review/Interview) | | | | | **Request for:**  New Individual Contract | |
| **If Extension, Justification for extension:** | | | | |  | |
| **Supervisor:**  Azuka Menkiti, Education Specialist | | **Start Date:**   * + 1. June 2024 | | **End Date:**  26 August 2024 | | **Number of Days (working)**  50 days |

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| **Deliverables/Outputs (monthly payment):** | **Timeline** |
| 1. Undertake a desk review of the evidence on employability skills for senior secondary school learners globally, in Africa and in the Nigerian context. The desk review will explore what opportunities are available for employability skills development and what models work. | By 14 June 2024  **(10 days)** |
| 1. Develop, in consultation with different stakeholders, a model for employability skills development for senior secondary school. | By 28 June 2024  **(10 days)** |
| 1. Revisions (1) to the model based on UNICEF and government feedback | By 8 July 2024  **(3 days)** |
| 1. Revisions (2) to the model based on UNICEF and government feedback | By 19 July 2024  **(3 days)** |
| 1. Develop the following requisite materials: 2. Teacher and facilitator training guide 3. Teacher and facilitator resources 4. Materials for delivering mentoring and career counseling in senior secondary school | By 10 August 2024  **(17 days)** |
| 1. Revisions (1) to the above-mentioned requisite materials based on UNICEF and government feedback and submission of final requisite materials | By 26 August 2024  **(7 days)** |

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| **Estimated deliverable fees** |  |  |  |
| 1. Undertake a desk review of the evidence on employability skills for senior secondary school learners globally, in Africa and in the Nigerian context. The desk review will explore what opportunities are available for employability skills development and what models work. |  |  | 10% |
| 1. Develop, in consultation with different stakeholders, a model for employability skills development for senior secondary school. |  |  | 30% |
| 1. Revisions (1) to the model based on UNICEF and government feedback |  |  | 15% |
| 1. Revisions (2) to the model based on UNICEF and government feedback |
| 1. Develop the following requisite materials:    1. Teacher and facilitator training guide    2. Teacher and facilitator resources    3. Materials for delivering mentoring and career counseling in senior secondary school |  |  | 25% |
| 1. Revisions (1) to the above-mentioned requisite materials based on UNICEF and government feedback and submission of final requisite materials |  |  | 20% |
| Travel International (if applicable) |  |  |  |
| Travel Local (please include travel plan) |  |  |  |
| DSA (if applicable) |  |  |  |
| **Total estimated consultancy costsi** |  |  |  |

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| **Minimum Qualifications required:**  Bachelors  Masters PhD Other | **Knowledge/Expertise/Skills required:**  Required qualifications and skills:   * Demonstrated strong working knowledge of current global issues and best practice on skills development; * A minimum of 8 years of experience in education programming, documentation, and reporting; * A minimum of 5 years working experience with using education data to inform evidence-based education programming and policy; * Experience in developing strategy papers; * Excellent written and oral communication skills, with experience translating evidence for and communicating with a broad range of actors (including government) on sensitive issues; * Ability to present ideas concisely for diverse audiences and to give practical, actionable advice grounded in evidence and * Ability to work to tight timeframes and flexibility to adjust to the needs of government and UNICEF.   Other desired skills and attributes:   * Strong working knowledge of global current issues on out-of-school children (MICS, DHIS, UIS, NEDS in Nigeria, and others). * Strong knowledge of the Nigerian context and understanding of international development issues, including skills development, employability and youth programming; * Strong knowledge of the Nigerian political landscape and recent developments in education; * Experience working with UN agencies or other international development agencies; and * A good understanding of UNICEF’s programmatic areas.   Language requirements:   * Fluency in English is required. |
| **Administrative details**:  Visa assistance required:  Transportation arranged by the office: | Home Based Office Based:  If office-based, seating arrangement identified:  IT and Communication equipment required:  Internet access required: |

1. World Bank. (2020). Population, total - Nigeria [data set]. <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=NG> [↑](#footnote-ref-2)
2. The World Bank. (2020). Population, total - Nigeria. Retrieved from https://data.worldbank.org/indicator/SP.POP.TOTL?locations=NG [↑](#footnote-ref-3)
3. UNICEF. (2017). *Generation 2030 Africa 2.0. Prioritizing investments in children to reap the demographic dividend.* New York: UNICEF. [↑](#footnote-ref-4)
4. *Ibid.* [↑](#footnote-ref-5)
5. UNICEF. (2017). *Generation 2030 Africa 2.0. Prioritizing investments in children to reap the demographic dividend.* New York: UNICEF. [↑](#footnote-ref-6)
6. National Population Commission. (2016). *2015 Nigeria National Education Data Survey (NEDS).* [↑](#footnote-ref-7)
7. Alegre Associates and Ed Intersect. (2021). *Independent evaluation of the effectiveness and impact of Sustainable Development Goal 4.1 (Education) in Nigeria. Final report*. Abuja: UNICEF. [↑](#footnote-ref-8)