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

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| **Title**Consultancy for situation analysis on alternative pathways and distance learning in Nigeria  | **Funding Code**Non-Grant (RR) | **Type of engagement** Consultant  | **Duty Station:**Nigeria CO (Abuja)Remote with travels  |
| **Background and Purpose of the Assignment**

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| 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, 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. Nigeria is committed to achieving the Sustainable Development Goals, as reflected in current education policies, which guarantee free and compulsory basic education and which position quality of learning outcomes at the centre of the country’s education agenda. The Education Sector Strategic Plan (ESSP) (2016-2019) and the Ministerial Strategic Plan (2018-2022) prioritize education access, learning quality and systems strengthening. A recent analysis of the country’s progress toward Sustainable Development Goal target 4.1 revealed evidence of initiatives in all states that aim to improve children’s access to quality education[[6]](#footnote-7). These efforts have been met with increasing enrolment in recent years. However, there remain challenges in high out-of-school rates, dropout and persistent inequality. Nigeria has approximately 10.2 million children who are out of school (OOS) at the primary level[[7]](#footnote-8), and accounts for 15 per cent of the total number of out of school children globally. Overall, 1 in 3 children are OOS in Nigeria[[8]](#footnote-9), with 12.4 million having never attended and 5.9 having left school early. Two-thirds (66 per cent) of all OOS children are in the North-east and North-west, 86 per cent are from rural areas and 65 per cent are from the poorest socioeconomic quintile[[9]](#footnote-10). More than 50 per cent of girls are not attending school at the basic education level, and only 1 in 3 adolescents eligible for senior secondary education are attending[[10]](#footnote-11). Despite the efforts over the past years, both from the Government of Nigeria as well as its development partners, to strategically address the challenge of out-of-school children (OOSC), and to ensure that all children are in school and learning, progress in reducing the number of OOSC is not keeping pace with the growing child and youth population of Nigeria. Unfortunately, learning poverty remains an equally important challenge as well. More than 70 per cent of children of primary school age cannot read with understanding or solve simple math problems[[11]](#footnote-12), and 50 per cent of students in primary education on average cannot read or write[[12]](#footnote-13). 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. A survey[[13]](#footnote-14) conducted during the school closure found that while at home, only 70% academically engaged with learning, most of them used Radio (60%) and only 19% used digital platform. 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 which 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. Strengthening resilience of education system, with alternative learning pathways, is critical to ensure the continuity of education and learning even when schools are not accessible. The alternative pathways shift the focus from schooling to learning by offering inclusive learning opportunities that can reach children, especially OOSC. The UNICEF Nigeria Country Office (NCO) Country Programme Document (CPD) 2023-2027 includes provision of support to the government to ensure flexible and alternative pathways at all levels of basic education and for all children, including children on move, children affected by emergency, OOSC, Almajiri and other marginalized children in poor and rural areas who do not have access to formal schooling.UNICEF NCO, under its education workplan 2023-2024, will work with government partners at national, state and community levels to review the existing situation on the provision of alternative and flexible learning pathways in Nigeria. UNICEF NCO seeks a consultant who will conduct the situation analysis on alternative learning pathway and distance learning opportunities in Nigeria especially for OOSC and adolescents, assess barriers to transition from existing alternative pathways to formal education or the labour force, and identify recommendations and best practices to improve alignment of alternative pathways with formal education systems. The consultant will develop recommended strategies for institutionalizing the alternative learning pathways and expanding remote learning opportunities for Nigerian children and adolescents. |

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| **Scope of Work:**Under the overall supervision of Chief of Education and the guidance from Education Specialist (Access and Equity), the consultant will be responsible for the following tasks over the course of the contract:1. Organize a kick-off meeting with UNICEF and the counterpart governments (i.e., the Federal Ministry of Education (FME) and Universal Basic Education Commission (UBEC) and the steering Committee to agree on the project scope and plan.

 1. Conduct initial regional mapping of successful global practices on alternative learning pathways and distance learning opportunities, which include policies, frameworks, models (types and modalities), curriculum and guidance, in the sub-Saharan African region (primary focus on anglophone countries). The mapping should cover alternative learning pathways for the following groups:
* Primary school-aged children, both inside and outside of schools.
* Junior secondary school-aged children, both inside and outside of schools.
* Senior secondary school-aged adolescents, both inside and outside of schools.

Gender, disability, and emergency/conflict considerations should also apply across all identified groups. 1. In collaboration with and consultation with key stakeholders including the FME and UBEC, conduct mapping of alternative learning pathways and distance learning opportunities in Nigeria, for both in-school and out-of-school children from primary to senior secondary level. The mapping should include 1) types and forms, 2) operational modalities, 3) providers, 4) target groups, 5) pedagogical content, 6) learning content, 7) teaching and learning methodologies, 8) design and mechanisms to facilitate transition to formal education, and 9) evidence/evaluation of impact on learning and transition to formal education.
2. Using available data and the information collected though the mapping exercises, analyze the existing gaps in practices and knowledge of alternative learning pathways and distance learning opportunities in Nigeria, identify challenges and bottlenecks in provision and delivery of alternative learning pathways and distance learning for different categories of learners, and develop a set of policy recommendations to expand quality, inclusive alternative learning pathways and distance learning in Nigeria. The consultant will develop a report and PPT presentation on the analysis, findings and recommendations.
3. Support UNICEF to organize a meeting with the governments and development partners to present the study findings and recommendations and facilitate discusions and policy dialogue on strategies to strengthen alternative learning pathways and distance learning in Nigeria.
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| **Child Safeguarding**  Is this project/assignment considered as “Elevated Risk Role” 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:

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**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):

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More information is available in the Child Safeguarding SharePoint and Child Safeguarding FAQs and Updates |

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| **Budget Year:**2023 | **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 , alternative learning pathways and out of school children and adolescent’s phenomenon globally. |
| **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 2023 | **End Date:**30 August 2023 | **Number of Days (working)**45 days |

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| **Deliverables/Outputs (monthly payment):** | **Estimated Timeline** |
| * A kick-off meeting with the government counterparts.
* Regional mapping report of successful global practices on alternative learning pathways and distance learning opportunities, which include policies, frameworks, models (types and modalities), curriculum and guidance, in the sub-Saharan African region (primary focus on anglophone countries).
 | By 15 June 2023(10 days) |
| * Country mapping report of alternative learning pathways and distance learning opportunities in Nigeria, for both in-school and out-of-school children from primary to senior secondary level. The mapping should include 1) types and forms, 2) operational modalities, 3) providers, 4) target groups, 5) pedagogical content, 6) learning content, 7) teaching and learning methodologies, 8) design and mechanisms to facilitate transition to formal education, and 9) evidence/evaluation of impact on learning and transition to formal education.
 | By 10 July 2023(15 days) |
| * Draft and final analysis reports and powerpoint presentations on the existing gaps in practices and knowledge of alternative learning pathways and distance learning opportunities in Nigeria, challenges and bottlenecks in their provision and delivery for different categories of learners, and a set of policy recommendations to expand quality, inclusive alternative learning pathways and distance learning in Nigeria.
 | By 30 July 2023(15 days) |
| * A report on a meeting to present the study findings and recommendations and facilitate discusions and policy dialogue on strategies to strengthen alternative learning pathways and distance learning in Nigeria.
 | By 30 August 2023(5 days) |

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| **Estimated deliverable fees** |  |
| 1. Kick-off meeting and regional mapping report |  |  | 20% |
| 2. Country mapping report |  |  | 20% |
| 3. Analysis report |  |  | 40% |
| 4. A report on a meeting to present the study findings and recommendations |  |  | 20% |
| Travel Local | 2 times to Abuja |  |  |
| DSA  | 1 week x 2 times |  |  |
| **Total estimated consultancy costs[[14]](#endnote-2) in lumpsum** |  |  | **TBD**  |

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| **Minimum Qualifications required:** Bachelors  Masters PhD Other Enter Disciplines – Education Development, Education Policy, Social Policy, International Relations, or related field | **Knowledge/Expertise/Skills required:**Qualifications:* A minimum of 5 years of experience in designing, implementing and/or evaluating education programmes related to alternative learning pathways (e.g., non-formal education, remote learning).
* A minimum of 3 years of experience in conducting studies and surveys on education and developing policy recommendations and strategy papers.
* Strong understanding of the current issues and phenomenon on out-of-school children in the sub-Saharan Africa is required.

Language requirements:* Fluency in English is required.
* Excellent written and oral communication skills are required.

Other skills and attributes:* Strong knowledge of the Nigerian education context around OOSC and alternative learning pathways is an asset.
* Ability to present ideas and communicate evidence and advice concisely to diverse audiences (including government) is an asset.
* Experience working with UN agencies, particularly with a good understanding of UNICEF’ programmes, is an asset.
* Fluency in Frech is an asset.
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| **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:  |

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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. 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-7)
7. UBEC Personnel Audit and Digest of Basic Education Statistics in Nigeria, 2018 [↑](#footnote-ref-8)
8. UBEC (2019). *Personnel Audit and Digest of Basic Education Statistics in Nigeria 2018* [↑](#footnote-ref-9)
9. Cambridge Education. (2021). *Investment Case for Out-of-School Children in Nigeria.* Cambridge: UNICEF [↑](#footnote-ref-10)
10. Cambridge Education. (2021). *Investment Case for Out-of-School Children in Nigeria*. Cambridge: UNICEF. [↑](#footnote-ref-11)
11. National Population Commission. (2016). *2015 Nigeria National Education Data Survey (NEDS).* [↑](#footnote-ref-12)
12. 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-13)
13. Learning-in-a-Pandemic-Report\_TEP-NESG\_2020 [↑](#footnote-ref-14)
14. Costs indicated are estimated. Final rate shall follow the “best value for money” principle, i.e., achieving the desired outcome at the lowest possible fee. Consultants will be asked to stipulate all-inclusive fees, including lump sum travel and subsistence costs, as applicable.

Payment of professional fees will be based on submission of agreed deliverables. UNICEF reserves the right to withhold payment in case the deliverables submitted are not up to the required standard or in case of delays in submitting the deliverables on the part of the consultant

**Text to be added to all TORs:**

Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures, and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws. [↑](#endnote-ref-2)