**TERMS OF REFERENCE:**

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| **Title:** Scoping of Multigrade Teaching Practices in Nigeria  | **Funding Code** **Non-Grant (RR)** | **Type of engagement:**Short-term, deliverable-based consultancy  | **Duty Station:**Remote, with travels to Field Offices |
| **Background and Purpose of Activity/Assignment:** Nigeria is in the depths of a learning crisis. Approximately, 3 out of 4 children in Nigeria cannot read with meaning or solve simple math problems​. Fewer than 1 in 20 of the poorest children and 1 in 7 children in rural areas have foundational skills[[1]](#footnote-2).​ Only 1 in 4 children (ages 7–14) in Nigeria demonstrate foundational skills. 73% of 10-year-olds cannot read a simple text with understanding; with only 27% of 7-to 14-year-olds having literacy skills and 25% of the same age group having numeracy skills[[2]](#footnote-3). The lack of foundational literacy and numeracy skills affects children’s ability to learn high-order skills and increases their risk of repeating classes or dropping out, thereby fueling the out-of-school phenomenon. This is further reflected in national literacy rates where the average national literacy rate for Nigeria is 62% - nearly half of women (47%) and nearly one-quarter (29%) of men cannot read or write[[3]](#footnote-4).  The learning crisis is stalling significant gains that Nigeria has made in getting more children to attend school. Multiple challenges affect the quality of education in Nigeria. If we don’t confront these, we risk stalling progress and losing gains already made for children. The learning crisis is due to systemic supply & demand barriers related to education service delivery. At the Basic Education level, low and inequitable participation in early learning, with just 63% of five-year-olds engaging in organized learning; poor teaching and a lack of teaching and learning materials contribute to low learning achievement.[[4]](#footnote-5) Other systemic challenges include limited investment in education financing, inadequate and under-prepared workforce, inadequate spaces for learning, and an insufficient number of teachers, leading to highly disproportionate Pupil-Teacher ratios of 1:124 against a national average of 1:55 in most of the schools, particularly in the North East.[[5]](#footnote-6) With such a high Pupil-Teacher ratio and limited learning spaces, the quality of teaching and learning in most parts of Nigeria is compromised. Yet, given the high demand for education, exploring various approaches to deliver this basic need becomes paramount.The use of multi-grade teaching has been embraced in various parts of the country as an approach to address the high demand for education. Multi-grade teaching in Nigeria has been described as the situation in which a teacher teaches more than one class at the same time either in the same classroom or in a different classroom. This style of teaching is common in almost all rural areas of Nigeria with large classes being a reality for the vast majority of learners. This situation is aggravated by the fact that for many pupils enrolled in schools in rural areas, teachers have to combine a number of classes. Since education at the basic level is of great concern to the government, large classes are more prevalent in public schools than in the private sector. Multi-grade teaching emerges as a vital approach to address the above challenges. Some of the key benefits of multi-grade teaching include: * Overcoming teacher shortages, allowing schools to effectively utilize the limited number of qualified teachers available in the region.
* Enhances access to education, particularly in areas where there is a scarcity of schools.
* provides opportunities for peer learning and collaboration, with students from different grade levels working together, assisting and learning from one another.
* Multi-Grade teaching encourages flexibility and adaptability in instructional practices. Teachers can utilize a range of teaching methods, materials, and resources to engage students across different grade levels simultaneously.
* It is a cost-effective approach, especially in resource-constrained settings. It optimizes the use of resources, including teaching materials, classroom spaces, and teacher training.

However, key concerns about multi-grade teaching are that the approach is not well structured across the country and that there is no policy governing the operationalization of this method of teaching. Additionally, teachers across the country have limited capacity to manage multi-grade teaching effectively. Training and professional development for teachers will need to be expanded to reorient them beyond mono-grade to multi-grade teaching.As multi-grade teaching is becoming a common and necessary approach to address the prevailing gaps in teaching and learning, UNICEF in collaboration with the Universal Basic Education Commission would like to undertake urgent action to explore the current practices around Multigrade teaching, explore ways of improving MGT techniques, strengthen government systems to deliver MGT methodologies and expand equitable and quality learning opportunities across states. |
| **Scope of Work:** UNICEF will engage a consultant to (1) conduct a desk review on effective multi-grade teaching and (2) a rapid assessment of multi-grade teaching models in Nigeria. Specifically, the Consultant will:1. **Conduct a desk review:** This will entail a thorough study on multi-grade teaching approaches in the context of Nigeria; comparative scenarios between multi-grade teaching methodologies in Nigeria and other countries and provide recommendations on effective multi-grade teaching.
2. **Conduct a rapid assessment in selected schools across states:** The assessment will provide relevant information and data on the status of multi-grade teaching in Nigeria, including scope/scale, best practices, challenges, and gaps. The assessment will also include a mapping of partners implementing multi-grade teaching in the region as well as ongoing initiatives at State and Federal levels.
3. **Develop a policy brief on multi-grade teaching:** Based on the findings of the assessment, the consultant will develop a policy brief with evidence-based recommendations that will guide the structuring of a multi-grade teaching strategy, including the design of multi-grade teaching activities.

The geographic scope of the assessment will be across various geopolitical zones of the country. The consultant will be expected to propose a sampling frame and a detailed methodology in consultation with UNICEF during the inception stage. |
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| **Child Safeguarding** Is this project/assignment considered as “[Elevated Risk Role](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/DocumentLibrary1/Guidance%20on%20Identifying%20Elevated%20Risk%20Roles_finalversion.pdf?CT=1590792470221&OR=ItemsView)” from a child safeguarding perspective?        [ ]    YES    [x]    NO    If YES, check all that apply:                                                                                                                                                     **Direct contact role**[ ]  YES     [x]   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    [x]   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](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/SitePages/Amendments-to-the-Recruitment-Guidance.aspx) and [Child Safeguarding FAQs and Updates](https://unicef.sharepoint.com/sites/DHR-ChildSafeguarding/DocumentLibrary1/Child%20Safeguarding%20FAQs%20and%20Updates%20Dec%202020.pdf)   |

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| **Budget Year:** | **Requesting Section/Issuing Office:** | **Reasons why consultancy cannot be done by staff:** |
| 2024 | Education Section Abuja  | *Need to include global perspective and other country experiences*  |
| **Included in Annual/Rolling Workplan***:* [ ]  Yes [ ]  No, please justify:  |
| **Consultant sourcing:**[ ]  National [ ]  International [x]  Both (**International)****Competitive Selection:**[x] Advertisement [ ]  [ ]  Roster  **Single Source Selection** [ ]  (Emergency - Director’s approval) | **Request for:**[x]  New – Individual Contract[ ]  Extension/ Amendment |
| **If Extension, Justification for extension: N/A** |
| **Supervisor:**  Munamuzunga Sikaulu (Education Manager) | **Start Date:**  3 June 2024 | **End Date:** 31 October 2024  |
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| Deliverables/Outputs | Delivery deadline | Estimated Budget |
| 1. Inception report demonstrating an understanding of the scope of work; a detailed analysis of data collection and sampling methodology, various tools for data collection as well as a workplan and budget for the assignment
 | 10 June 2024 | 10%  |
| 1. A detailed desk review study report (Independent of the Inception report)
 | 24 June 2024 | 20% |
| 1. Assessment Report (from field visits)
 | 23 August 2024 | 30% |
| 1. Presentation and Validation of the report to stakeholders
 | 13 September 2024 | 20% |
| 1. Revised report detailing – key findings, recommendations and summary Policy Brief on multigrade teaching
 | 20 September 2024 | 20% |

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| **Estimated Consultancy fee** |  |  |  |
| Travel International (if applicable) |  |  |  |
| Travel Local (please include travel plan) |  |  |  |
| DSA (if applicable) |  |  |  |
| **Total estimated consultancy costs[[6]](#endnote-2)** |  |  |  |
| **Minimum Qualifications required\*:** | **Knowledge/Expertise/Skills required:** |
| [ ] Bachelors [x]  Master’s [ ]  PhD [ ]  Other  | Required qualification:* Advanced university degree in Education, development studies or its equivalent.
* Minimum of 5 years of demonstrable professional experience in implementing or managing Education interventions.
* Knowledge and experience in teaching and learning approaches (e.g., implementing multigrade interventions, Teaching at the right level).

Required skills:* Experience in conducting education research studies.
* Excellent communication and advocacy skills.

Other skills and attributes:* Experience working across various states of Nigeria;
* Experience in conducting education-focused Assessments.
* Good command of written and spoken English.
* Experience working with Nigerian government offices.
* Experience working on educational programmes at a large scale**.**

Languages:* Fluency in English is required.
* Language skills: Proficiency in Hausa and/or Kanuri and Fulfulde languages will be considered as an added advantage.
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| **Application and Selection:**All applicants will be screened against the qualifications and requirements set above. Candidates fully meeting all the requirements will be further evaluated based on the criteria below. The proposals will be evaluated per the following standard procedure: * Review of technical proposal.
* Candidates that are successful in technical review will have their separately submitted financial proposal evaluated.
* Review of the financial proposal; and
* Final decision.

The technical review will represent 70% weighting, while the financial criteria will represent 30% of the weighting. Only proposals that receive a minimum of 50 points under a technical evaluation will be considered technically compliant and will have their financial bids considered.  |
| **Administrative details:**Visa assistance required: [ ]  No[x]  Home Based [ ]  Office Based: |  **If office based,** seating arrangement identified: [ ] IT and Communication equipment required: [ ] Internet access required: [ ]  |

 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.

The selected candidate is solely responsible to ensure that the visa (applicable) and health insurance required to perform the duties of the contract are valid for the entire period of the contract. Selected candidates are subject to confirmation of fully-vaccinated status against SARS-CoV-2 (Covid-19) with a World Health Organization (WHO)-endorsed vaccine, which must be met prior to taking up the assignment. It does not apply to consultants who will work remotely and are not expected to work on or visit UNICEF premises, programme delivery locations or directly interact with communities UNICEF works with, nor to travel to perform functions for UNICEF for the duration of their consultancy contracts.

UNICEF offers [reasonable accommodation](https://www.unicef.org/careers/unicef-provides-reasonable-accommodation-job-candidates-and-personnel-disabilities) for consultants with disabilities. This may include, for example, accessible software, travel assistance for missions or personal attendants. We encourage you to disclose your disability during your application in case you need reasonable accommodation during the selection process and afterwards in your assignment.

1. National Bureau of Statistics and UNICEF- Multiple Indicator Cluster Survey 2021, Survey Findings Report. Abuja, Nigeria [↑](#footnote-ref-2)
2. National Bureau of Statistics and UNICEF- Multiple Indicator Cluster Survey 2021, Survey Findings Report. Abuja, Nigeria. [↑](#footnote-ref-3)
3. Nigeria Demographic and Health Survey, 2018, [↑](#footnote-ref-4)
4. National Bureau of Statistics and UNICEF- Multiple Indicator Cluster Survey 2021, Survey Findings Report. Abuja, Nigeria [↑](#footnote-ref-5)
5. Nigeria Demographic & Health Survey, 2018, [↑](#footnote-ref-6)
6. [↑](#endnote-ref-2)