**TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS**

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| **Title**  Education consultant: safe, resilient, inclusive schools and learning | **Funding Code**  RR | **Type of engagement**  Deliverable-based consultancy | **Duty Station:**  Abuja, Nigeria  (Home based) |
| **Purpose of Activity/Assignment:**  Background  With a population of 206 million, 43% of whom are below 14 years of age,[[1]](#footnote-2) Nigeria is considered young. At the current population growth rate of 2.5,[[2]](#footnote-3) Nigeria has the potential to reap a demographic dividend if young people are healthy, educated, connected to communities, and have opportunities for decent work and livelihoods. Over the last two decades, Nigeria has made great strides in improving access to education which has increased junior secondary school enrolment and closed gender gaps, namely in primary school.  However, progress in enrolment is threatened by high out-of-school rates, dropout and persistent inequality as more than 10 million children remain out-of-school at the primary level and another 8 million at the junior secondary level[[3]](#footnote-4), making Nigeria the country with the largest number of out-of-school children worldwide. Only 38 per cent of children ages 3-5 attend early childhood education programmes, and just 68 per cent of primary school-aged children regularly attend school[[4]](#footnote-5). It is thus unsurprising that the transition rate from primary to junior secondary school remains low at 84 per cent, while the percentage of children age 7 to 14 demonstrating foundational literacy and numeracy remains low at just 27 and 25 per cent, respectively[[5]](#footnote-6). Moreover, both participation and learning outcomes are lower for marginalized populations. For example, out-of-school rates are as high as 50 per cent in the North-east, and only 17 per cent of children with functional difficulties demonstrate foundational literacy skills[[6]](#footnote-7).  Key supply side barriers contributing to these challenges include insufficient capacity for evidence-based policy and planning, the failure to fully operationalize policy commitments such as on safe schools, low budget allocation and inefficient release of capital funds, inadequate and unsafe infrastructure, a lack of materials and poor teaching quality. On the demand side, barriers include sociocultural beliefs and practices, safety and health concerns, reliance on children for income generating activities and household chores, and especially poverty all contribute to families’ reluctance or inability to send their children to school. These barriers are exacerbated by Nigeria’s compounded, multidimensional crises rooted in the failure of development, historical tensions, climate change, unemployment, staggering poverty, and weak governance. Urgent efforts are therefore needed to strengthen the resilience of the education system to ensure that all children—especially the most marginalized—can go to school and that when they cannot, whether due to climate-related risks, insecurity or other school disruptions, they can nonetheless continue learning.  Purpose  The main objective of this consultancy is to support the UNICEF Nigeria Country Office to accelerate and scale-up its support to the FME and State Ministries of Education on strengthening education resilience through climate action in the education sector, the operationalization of safe school commitments and the strengthening of inclusive education, especially for children with disabilities. | | | |
| **Scope of Work:**  1) Conduct a mapping of early identification tools and processes for children with disabilities   * Literature review on best practices in early identification and how/steps to establish an early identification system based on ICF, Washington Module, global guidance, examples from other countries, existing policies, guidance and practices in Nigeria. This will include criteria for assessing potential local partners. * Develop a template for all the information needed from disability-focused actors (e.g., organization, type, location, function, technical expertise/interventions for CwD relevant to the above, target populations, approach, relationships/whether they partner with gov’t agencies, other sector or other partners to support CwD, resources, etc.) and turn it into a partner mapping/landscape analysis survey. * Develop a list of all partners (from IE seminar participants, CSOs, etc.) and use snowball sampling to distribute the survey (including via online & state-level dialogues w/ IE community of practice) * Curate a database and analyze data (steps on which ones are already active, gaps in capacity, existing resources being used, existing pathways for early identification & intervention, etc.). Assess them against criteria from step 1 to identify potential partners for work going forward and draft recommended next steps for developing early identification system based on findings.   2) Support the development of early warning systems for safety and climate risks in 7 states   * Provide technical input on the development of key deliverables, including feedback on the inception report and state and local consultation plans, meeting agendas and protocols for interviews and focus groups. * Review the hazard mapping and indicator list outcomes, the methodological guidance, and the final guides for states, local actors and schools provided by the consultant against global guidance (e.g., GCPEA) and the Minimum Standards on Safe Schools to ensure alignment, compliance, and coverage. * Review early warning system messages (e.g., for radio, SMS, etc.) and provide input to strengthen their child and developmental appropriateness and alignment with trauma-sensitive practices.   3) Support implementation and uptake of school safety and climate change interventions   * Continue to manage and finalize the publication of the book and teachers’ guide for early environmental literacy and climate awareness among pre-primary aged learners. * Develop posters and flyers for teachers and learners to accompany existing school safety materials (e.g., appropriate responses to heat-related illness) * Develop communication materials, such as social media packages and radio messages, to increase public awareness of available climate change education content in Nigeria (e.g., courses on Nigeria Learning Passport, book for pre-primary teachers, etc.) * Support the procurement planning for climate resource packs, books, safety kits and other materials. * Develop a human-interest story, case study or other brief-format documentation showcasing the use of the climate change education materials. * Provide technical support, guidance, and input on the implementation of the FCDO-funded CRIBS programme for climate resilience.   4) Manage the Minimum Standards for Safe Schools monitoring tool administration and data analysis   * Conduct a refresher training as needed and provide guidance to FO colleagues on the administration of the MSSS monitoring tools. * Oversee state level data collection, gather state inputs, clean data, analyze the results, and update the results report with the data from end-2024 and relevant recommendations based on new findings and trends, including progress, gaps and remaining needs. * Provide support, as relevant, to Education section colleagues to integrate the tool with existing Education sector monitoring tools (e.g., ASC, EMIS) and transfer ownership to the government   5) Support the scaling of foundational literacy and numeracy interventions, the development of a scalable model on transition and retention, and alternate learning accreditation system   * Provide continued support to finalize the state-level validation and uptake of FLN teaching and learning material packages and procurement planning with FOs. * Provide technical support and feedback to the retention, transition and completion strategy. * Support the development of alternate learning accreditation system.   6) Proposal and strategy development   * Develop the background context, progress-to-date, outcomes, outputs, activities, ToCs and results frameworks for 4 proposals. * Develop 2 strategies/concept notes for key thematic areas   7) Knowledge management and professional development   * Develop powerpoint presentations and/or talking points for 15 meetings, public appearances or events * Support the planning of 2 key events (development of runs-of-show) * Conduct quarterly review and update of Sharepoint knowledge platform * Conduct professional development sessions on 2-4 topics (e.g., WeShare, Teams/breakout rooms, Microsoft Forms, and other tools) for the Education section * Provide support to update the comms and professional development plans for 2024 and 2025 * Provide inputs to the mid- year review process and end-year review process (e.g., presentation development, collation of photos and knowledge products for sharing, etc.) | | | |
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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 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](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 | | Specific expertise on the intersection of climate change impacts, safety, resilience and inclusion of children with disabilities | | |
| **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  Extension/ Amendment | |
| **If Extension, Justification for extension:** | | | |  | |
| **Supervisor(s):** | | **Start Date:** | | | **End Date:**  *4 July 2025* |
| Saadhna Panday-Soobrayan  Chief of Education, NCO | | *8 July 2024* | | |

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| **Work Assignment Overview** | |
| **Task/work area** | **Deliverables/Outputs:** |
| Support interventions across access and learning outputs, especially on school safety, climate change, foundational learning and retention/transition | * Support and technical input provided on early warning systems for safety and climate risks. * Book and teachers’ guide for early environmental literacy and climate awareness among pre-primary aged learners finalized. * State-level validation and uptake of FLN teaching and learning material packages finalized with FOs and procurement plans developed for TLMs. * Feedback and inputs provided on the retention, transition and completion strategy. |
| Early identification mapping | * Literature review on best practices in early identification drafted and revised according to feedback. * Partner mapping survey conducted, and data set (Excel) developed. * Mapping report drafted. |
| 2024 knowledge management, capacity development, and proposal and strategy development | * Proposals (2); strategies, concept notes or related thematic product (1); PowerPoint presentations or talking points for meetings including mid- and end-year reviews (7-8); and key event planning (1) supported by the end of the year. * Professional development sessions delivered on 2-4 topics. * Comms calendar and professional development plan for 2025 drafted |
| Minimum Standards for Safe Schools monitoring tool administration and data analysis, and alternate learning accreditation | * Results report updated with data from end-2024 and relevant recommendations based on new findings and trends, including progress, gaps and remaining needs. * Accompanying presentation slides and results brief developed. * Record of supporting the development of alternate learning accreditation system |
| 2025 knowledge management, proposal and strategy development | * Proposals (2); strategies, concept notes or related thematic product (1); and PowerPoint presentations or talking points for meetings including mid-year review (7); and key event planning (1) supported by mid-year |
| Total |  |

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| **Minimum Qualifications required:** | **Knowledge/Expertise/Skills required:** |
| Bachelors Masters PhD Other  Advanced university degree in education, international development, social sciences or other relevant fields. | Required skills and experiences.   * A minimum of 5 years of experience in supporting large-scale education programmes * Demonstrated success in the development of large-budget proposals and in designing and supporting the implementation of programme strategies. * At least 3 years of experience in research, evidence generation and knowledge management, including designing and implementing data collection tools and supporting data analysis. * Working experience in inclusive education * Working experience in resilience education, namely environmental/climate change initiatives and/or safe school programming * Previous project management experience * Fluency in English with strong written and oral skills.   Desired skills and experiences   * Background and at least 2 years in inclusive education or special needs education considered an asset. * Experience in supporting the operationalization of safe schools at the policy and planning and/or field levels. * Experience working with a range of partners to monitor the implementation of policy commitments. * Experience developing resources for or guiding teacher professional development initiatives on key themes (e.g., inclusion, learning quality, etc.) * Result-based project/programme management skills. * Experiences in working for UNICEF or UN agencies. * Experience in West Africa and ideally Nigeria context. |
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| **Administrative details:**  Visa assistance required: no  Transportation arranged by the office: no | Home Based Office Based:  If office based, seating arrangement identified:  IT and Communication equipment required:  Internet access required: |

**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 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. The World Bank. (2020). *Population, total - Nigeria.* Retrieved from https://data.worldbank.org/indicator/SP.POP.TOTL?locations=NG [↑](#footnote-ref-2)
2. The World Bank. (2020). *Population ages 0-14 (% of total population) - Nigeria.* Retrieved from https://data.worldbank.org/indicator/SP.POP.0014.TO.ZS?locations=NG [↑](#footnote-ref-3)
3. UBEC. (2018). [↑](#footnote-ref-4)
4. National Bureau of Statistics (NBS) and United Nations Children’s Fund (UNICEF*). 2017 Multiple Indicator Cluster Survey 2016-17, Survey Findings Report.* Abuja: National Bureau of Statistics and United Nations Children’s Fund. [↑](#footnote-ref-5)
5. *Ibid.* [↑](#footnote-ref-6)
6. *Ibid.* [↑](#footnote-ref-7)