

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Funding Code	Type of engagement	Duty Station:
Consultancy for Situation Analysis on Alternative Pathways and Distance learning in Nigeria	Non-Grant (RR)	Consultant	Nigeria CO (Abuja) Remote
<p>Background and Purpose of the Assignment</p> <p>Nigeria is home to approximately 206 million people¹, 43 per cent of whom are below 14 years of age². By 2030, there will be close to 126 million children in Nigeria³. Rapid population growth and the swelling child population will place significant pressure on the education system, including its infrastructure and resources⁴. 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-being⁵. The country has developed policies that guarantee free and compulsory basic education and has seen increasing access to education in recent years.</p> <p>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 education⁶. 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.</p> <p>Nigeria has approximately 10.2 million children who are out of school (OOS) at the primary level⁷, and accounts for 15 per cent of the total number of out of school children globally. Overall, 1 in 3 children are OOS in Nigeria⁸, 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 quintile⁹. 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 attending¹⁰. 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.</p>			

¹ World Bank. (2020). Population, total - Nigeria [data set]. <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=NG>

² The World Bank. (2020). Population, total - Nigeria. Retrieved from <https://data.worldbank.org/indicator/SP.POP.TOTL?locations=NG>

³ UNICEF. (2017). *Generation 2030 Africa 2.0. Prioritizing investments in children to reap the demographic dividend*. New York: UNICEF.

⁴ *Ibid.*

⁵ UNICEF. (2017). *Generation 2030 Africa 2.0. Prioritizing investments in children to reap the demographic dividend*. New York: UNICEF.

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.

⁷ UBEC Personnel Audit and Digest of Basic Education Statistics in Nigeria, 2018

⁸ UBEC (2019). *Personnel Audit and Digest of Basic Education Statistics in Nigeria 2018*

⁹ Cambridge Education. (2021). *Investment Case for Out-of-School Children in Nigeria*. Cambridge: UNICEF

¹⁰ Cambridge Education. (2021). *Investment Case for Out-of-School Children in Nigeria*. Cambridge: UNICEF.

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 problems¹¹, and 50 per cent of students in primary education on average cannot read or write¹². 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 survey¹³ 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.

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:

- a. Conduct initial regional mapping of successful global practices on alternative learning pathways and distance learning opportunities, which include policies, frameworks, models (types and modalities),

¹¹ National Population Commission. (2016). *2015 Nigeria National Education Data Survey (NEDS)*.

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.

¹³ Learning-in-a-Pandemic-Report_TEP-NESG_2020

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.

- b. In collaboration with other stakeholders, 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.
- c. Using available data and the information collected through the mapping exercises, analyze the existing gaps in practices and knowledge of alternative learning pathways and distance learning opportunities in Nigeria and identify challenges and bottlenecks in their provision and delivery for different categories of learners in Nigeria.
- d. Based on the review and analysis, develop a set of policy and strategy recommendations for strengthening the delivery of quality alternative learning pathways and distance learning in Nigeria. The recommendations should be developed for basic and post-literacy level programmes for learners of different age categories.
- e. Develop a strategy paper on the implementation and expansion of alternative learning pathways and distance learning in Nigeria with an operational plan.

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:

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](#) and [Child Safeguarding FAQs and Updates](#)

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Budget Year: 2024	Requesting Section/Issuing Office: <i>Education/Abuja</i>	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		Request for: New Individual Contract	
Consultant selection method: Competitive Selection (Roster) Competitive Selection (Advertisement/Desk Review/Interview)			
If Extension, Justification for extension: This contract shall commence on 4 March 2024 and expire on the completion of the services described above to UNICEF's satisfaction, but not later than 10th July 2024 unless sooner terminated under the terms of this contract. Payment will be for 45 days.			
Supervisor: Azuka Menkiti, Education Specialist	Start date: 4 th March 2024	End Date: 10 th July 2024	Number of Days (working) 45 days

Deliverables/Outputs (monthly payment):	Estimated Timeline
1. 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 th March 2024 (10 days)
2. 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 29 th March 2024 (10 days)
3. Analysis report on the existing gaps in practices and knowledge of alternative learning pathways and distance learning opportunities in Nigeria, and challenges	By 12 th April 2024

and bottlenecks in their provision and delivery for different categories of learners in Nigeria.	(10 days)
4. A set of policy and strategy recommendations for strengthening the delivery of quality alternative learning pathways and distance learning in Nigeria. The recommendations should be developed for basic and post-literacy level programmes for learners of different age categories.	By 26 th April 2024 (10 days)
5. A strategy paper on the implementation and expansion of alternative learning pathways and distance learning in Nigeria with an operational plan.	By 3 rd May 2024 (5 days)

Estimated deliverable fees		
1. Regional mapping report		20%
2. Country mapping report		20%
3. Analysis report		20%
4. Policy/Strategy recommendations		10%
5. Strategy paper		30%
Travel Local (n/a)		n/a
No DSA		
Total estimated consultancy costs¹ in lumpsum		TBD

<p>Minimum Qualifications required: Bachelors Masters PhD Other</p> <p>Enter Disciplines – Education Development, Education Policy, Social Policy, International Relations, or related field</p>	<p>Knowledge/Expertise/Skills required:</p> <p><u>Qualifications:</u></p> <ul style="list-style-type: none"> • 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. <p><u>Language requirements:</u></p> <ul style="list-style-type: none"> • Fluency in English is required. • Excellent written and oral communication skills are required. <p><u>Other skills and attributes:</u></p> <ul style="list-style-type: none"> • Strong knowledge of the Nigerian education context around OOSC and alternative learning pathways is an asset.
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	<ul style="list-style-type: none"> • 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 French is an asset.
<p>Administrative details: Visa assistance required: Transportation arranged by the office:</p>	<p>Home Based Office Based: If office based, seating arrangement identified: IT and Communication equipment required: Internet access required:</p>