

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Funding Code	Type of engagement	Duty Station:
A Teacher- Driven Teacher Training and Continuous Professional Development Model Design	RR and Thematic	<input checked="" type="checkbox"/> Consultant <input type="checkbox"/> Individual Contractor Part-Time <input type="checkbox"/> Individual Contractor Full-Time	Mostly Remotely with in-country travel (four in country mission)
<p>Purpose of Activity/Assignment: To provide technical support in designing a teacher-driven teacher training and continuous professional development delivery modality in Nigeria. This new teacher training delivery modality should be 1) teacher-centric, 2) teacher-led, 3) cost-effective, 4) easily monitored, and 5) school-based in providing peer and expert coaching and mentoring support to teachers.</p>			
<p>Scope of Work: To achieve the above objective, three phases are envisioned under this consultancy</p> <p>Phase I will be the inception phase and will focus on understanding the country context with regards to teacher professional development including the different teacher training modalities as endorsed by the NTI and TRCN. To achieve this, the consultant is expected to engage in a number of physical meetings and webinar to understand the current established practices with regards to teacher training and professional development as well as the advantages and disadvantages of the current practices. These meetings will include meetings with national stakeholders, UNICEF's Head Quarters (HQ), the West and Central Africa Regional Office, UNICEF Nigeria's Field Office as well as with the development partners when needed and appropriate. These meetings and consultations will further draw a clear picture of the country's needs and expectations as well as support in identifying gaps in the current modalities.</p> <p>Further, this phase will include a desk top review of global and regional modalities in address teacher training, ongoing teacher support and adult learning while identifying the advantages and disadvantages of these models as well as their significance and relevance to the Nigerian context, if any.</p> <p>This phase will conclude with a webinar with all relevant stakeholders, both from the government and development partners, to present the findings from the inception phase including the advantages and disadvantages of the current in place practices with regards to teachers training and professional development.</p> <p>Key activities under this phase are thus:</p> <ol style="list-style-type: none"> 1) Desk review of relevant documents on teacher training and professional development policies and strategies including training delivery modality and mechanisms to ensure ongoing support to teachers at the school, LGEA, state and federal levels. This will also include review of global, regional and national literature on teacher training and adult learning. 			

- 2) Consultation meetings, both virtual and in person (when possible), with different agencies playing a key role in teachers training and continuous professional development, including but not limited to FME, UBEC, TRCN, NTI, NCCE, FCDO, USAID, TaRL Africa, FHI360 among others.
- 3) A national webinar on teacher training and continuous professional development practices and modalities in Nigeria, including a presentation on global and regional best practices in low resource and high-class density contexts.

Phase II will encompass a three-day co-design workshop to design the new teacher training modality and subsequent support, including monitoring and evaluation to ensure effectiveness and efficiency, and an estimate of the associated costs and means to finance from the UBEC/ SUBEB budget. This phase will conclude with a detailed concept note and operational plan to administrate a new teacher centric and school-based teacher training and ongoing teacher support modality that takes into consideration the country's realities and contextual limitation as well as financial allocation. Given diversity of the country context, different scenarios and condition sof the new model usage should be included and further refined to enable domestication in both emergency/humanitarian context as well as in development context.

Once this new modality is co-designed and agreed upon by the engaged partners, a webinar to present the new teacher training and ongoing support modality, with its expected variations across diverse contexts, to the wider stakeholders to ensure buy-in and to solicit further feedback, if any, on the proposed structure. It is important to re-highlight here that the delivery modality shall be flexible to be used beyond teacher trainings such as in training different types of stakeholders.

Finally, in a preparatory step towards the third and final phase of this consultancy, the institutional contractor will co-design with relevant partners a teacher training on differentiated instruction, focusing on literacy and numeracy in the early grades, following the new proposed modality. The differentiated instruction content development will conclude with the development of an operational plan to roll out the training in three selected LGAs where UNICEF has ongoing operations and funds to support the roll out. This operational plan will include a solid and comprehensive government-owned Monitoring, Evaluation And Learning (MEAL) plan with clear roles and responsibilities and including periodic documentation of the implementation's progress, challenges and lessons learned as well as agreed upon points for reflection to update the design in light of the learning gained from the roll out. The selection of the three LGAs will ensure reflection of the geopolitical nature of Nigeria as well as the humanitarian/development nexus.

Consequently, key activities under this phase will include:

- 1) Conduct three-day co-design workshop of the new teacher training and ongoing support modality, taking into consideration the set criteria for an effective and efficient model of delivery in the Nigerian context.
- 2) Submit a concept note and an operational plan to administrate the new model
- 3) Conduct a national webinar to present the new model to the wider stakeholders, solicit further feedback and ensure national buy-in.
- 4) Co-design with relevant partners a training on differentiated instruction, focusing on literacy and numeracy for the early grades, following the new proposed delivery modality, including 1) a roll out plan of the training in at least three-UNICEF-targeted LGA, and 2) a MEAL plan to capture all

learning from this roll out and embed moments for reflection and inclusion of the learning on the proposed delivery model.

Phase III will focus on monitoring of the roll out and periodic reflection on the gained learning from the roll out and ensuring the reflection of such learning in the proposed design. Ideally, the roll out of the training should be led by UBEC, with TRCN and NTI as the technical agencies, to ensure institutionalization from the onset of the new delivery modality. Yet, technical support, including coaching and mentoring, will be requested from the consultant to accompany TRCN and NTI in their roll out plans. This phase is expected to last for four months (from September to December 2022) and conclude with an updated design of the delivery modality including a full-fledge documentation of the roll out process, lesson learned (inclusive of cost-benefit analysis), and recommendation on the way forward.

This updated design and reporting will be presented in a final webinar with all relevant stakeholders. The webinar is also expected to include intense discussions on the way forward for the newly introduced/proposed model and suggestions on means for national mainstreaming, if applicable. Outcomes of this webinar shall be reflected in the final report and recommendations on the way forward for Nigeria.

Key activities thus include:

- 1) Follow up, support and provide coaching and mentorship to the roll out of the differentiated instruction training in the targeted LGEA following the new teacher-driven training and ongoing support modality.
- 2) Bi-weekly monitoring of the roll out, both virtually and in person (when possible), including providing feedback and mentoring to the roll out process.
- 3) Document the progress, challenges and lessons learned from the roll out including updating the model design in light of the gained learning from the roll out and a period cost-benefit analysis. This should also include specific differentiated learning from the different LGEAs and an analysis of how the contextual and security factors may have impacted the design and roll out.
- 4) Submit the final design of the teacher training and ongoing support modality including recommendations on the way forward in the Nigerian context.
- 5) Present in a national webinar the updated design to the wider stakeholders and leading a discussion on the way forward.
- 6) Reflect the outcomes of the webinar in the final report/documentation of the model.

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](#)

Budget Year: 2020	Requesting Section/Issuing Office: Education	Reasons why consultancy cannot be done by staff:		
Included in Annual/Rolling Workplan: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No, please justify:				
Consultant sourcing: <input type="checkbox"/> National <input checked="" type="checkbox"/> International <input type="checkbox"/> Both Consultant selection method: <input type="checkbox"/> Competitive Selection (Roster) <input checked="" type="checkbox"/> Competitive Selection (Advertisement/Desk Review/Interview)		Request for: <input checked="" type="checkbox"/> New – Individual Contract <input type="checkbox"/> Extension/ Amendment		
If Extension, Justification for extension:				
Supervisor:	Start Date: July 1 st , 2022	End Date: March 31 st 2023	Number of Days (working): 100	

Commented [ESW1]:

Work Assignment Overview			
Tasks/Milestone	Deliverables/Outputs:	Timeline	Estimate Budget
1) Desk review of relevant documents on teacher training and professional development policies and strategies including training delivery modality and mechanisms to ensure ongoing support to teachers at the school, LGEA, state and federal levels. 2) Consultation meetings, both virtual and in person (when possible), with different agencies playing a key role in teachers training and continuous professional development, including but not limited to FME, UBEC, TRCN, NTI, NCCE, FCDO, USAID, TaRL Africa, FHI360 among others. 3) Organize and facilitate a national webinar on teacher training and continuous professional development practices and modalities in Nigeria, including a presentation on global and regional best practices in low resource and high-class density contexts.	Inception report		
4) Conduct three-day co-design workshop of the new teacher training and ongoing support modality, taking into consideration the set criteria for an effective and efficient model of delivery in the Nigerian context. 5) Submit a concept note and an operational plan to administrate the new model 6) Conduct a national webinar to present the new model to the wider stakeholders, solicit further feedback and ensure national buy-in.	A full-fledge concept note and operational plan of a new teacher-driven teacher training and ongoing teacher support modality, including an operational plan on the roll out of such model in the Nigerian context with budget implication (a rough estimate of associated costs and potential line items to finance from the UBEC/State budget).		
7) Co-design with relevant partners a training on differentiated instruction, focusing on literacy and numeracy for the early grades, following the new proposed delivery modality, including 1) a roll out plan of the training in at least three-UNICEF-targeted LGEA, and 2) a MEAL plan to capture all learning from this roll out and embed moments for reflection	A differentiated instruction, with a focus on literacy and numeracy in the early years, training guide and manual including a roll out plan in three-UNICEF-targeted- LGEA and a detailed MEAL plan with		

and inclusion of the learning on the proposed delivery model.	government-owned roles and responsibilities		
<p>8) Follow up, support and provide coaching and mentorship to the roll out of the differentiated instruction training in the targeted LGEA following the new teacher-driver training and ongoing support modality.</p> <p>9) Bi-weekly monitoring of the roll out, both virtually and in person (when possible), including providing feedback and mentoring to the roll out process.</p> <p>10) Document the progress, challenges and lessons learned from the roll out including updating the model design in light of the gained learning from the roll out and a period cost-benefit analysis.</p>	Bi-weekly short report (a total of 8) on the implementation and roll out including progress, challenges, lessons learned and changes to the initial design, if any, in light of the gained learning from the roll out.		
<p>11) Submit the final design of the teacher training and ongoing support modality including recommendations on the way forward in the Nigerian context.</p> <p>12) Present in a national webinar the updated design to the wider stakeholders and leading a discussion on the way forward.</p> <p>13) Reflect the outcomes of the webinar in the final report/documentation of the model.</p>	A final updated design of the teacher-driven teacher training and ongoing teacher support including a cost-benefit analysis and recommendations for mainstreaming the new model in the Nigerian context.		