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

|  |  |  |  |
| --- | --- | --- | --- |
| **Title**  Technical Support to the Internal Process Review Phase II: Cost Effectiveness Analysis | **Funding Code**  RR | **Type of engagement**  X Consultant  Individual Contractor Part-Time  Individual Contractor Full-Time | **Duty Station:**  Mostly Remotely with in-country travel (two in country missions) |
| **Purpose of Activity/Assignment:**  With a population of approximately 206 million, Nigeria is the most populous country in Africa. Approximately 43 per cent of the population is below 14 years of age[[1]](#footnote-2). It is estimated that one in every 13 births globally will occur in Nigeria by 2050[[2]](#footnote-3). Although this demographic dividend could support the country to further stimulate its economic growth and development, it places an immense burden on an education system already heavily pressured by infrastructure deficits, an inadequately trained teacher cadre, fiscal austerity and regressive funding patterns. These challenges converge with poor demand and growing threats from insecurity and climate change to perpetuate the country’s dual crises: one in four children are out of school and three in four are not learning.  Solving these challenges demands highly effective and scalable interventions which progressively prioritize the most marginalized children, including girls, children with disabilities, those from the poorest families, Almajiri children and internally displaced children. UNICEF Nigeria has been supporting the Federal Ministry of Education to systematically strengthen education system governance, expand access to education, and improve learning quality. The 2018-2022 Country Programme invested more than 207 million USD and brought 6.9 million children into school, contributing to a modest decrease in the out-of-school rate (from 27.2 per cent in 2017 to 25.6 per cent in 2022) and an even more notable increase in the gender parity index (from 0.95 to 0.99), primary-to-junior secondary transition rate (from 59 per cent to 65 per cent) and primary school national pass rates (from 65 per cent to 71 per cent). Key interventions included sector planning support, education management information system (EMIS) development, school grants and cash transfers paired with community engagement and foundational learning programmes tailored to children’s learning levels. Rigorous evaluations of UNICEF’s programmes have provided evidence on how to scale these interventions.  To assess and improve the relevance, effectiveness and efficiency of the education programme, UNICEF Nigeria launched an internal process review in 2023. This included the review of the logic and complexity of the education programme’s Theory of Change (ToC) to enable timely adjustments where needed as the section entered the current Country Programme (2023-2027). The review revealed alignment between UNICEF programming and government priorities; a logical and evidence- and experience-based ToC; flexible, responsive and scalable interventions based on what works; and effective coordination and implementation. It also highlighted the need for more support for children with disabilities and greater efforts to coordinate and monitor priorities which cut across output areas (e.g., inclusion), as well as to ensure quality in data reporting. The process review included a preliminary analysis of cost effectiveness as well, which found that resource availability, grant requirements and donor priorities influence how resources are allocated to the programme’s various activities and that the programme’s activities are aligned with global evidence of cost-effective interventions. However, it noted that a more rigorous assessment of cost effectiveness is needed, especially in light of factors such as inflation Therefore, a more in-depth cost-effectiveness analysis was recommended as a key next step to ensure standardized costs are readily available to enable accurate proposal development, the selection of interventions, and budgeting.  In the current Country Programme (2023-2027), UNICEF aims to reduce out-of-school rates to one in five children and increase the proportion of children reaching reading and math proficiency by 12 per cent. This will require improving education financing in 33 states by 2027, facilitating education access to 10 million children in humanitarian situations, providing learning materials to 4.8 million children, scaling foundational learning models to 21 states and engaging 1.8 million children in skills programmes, among other targets. The resources needed will be substantial—UNICEF’s humanitarian action for children (HAC) appeal documented a need of USD 40 million to support education for children in emergencies in 2024 alone[[3]](#footnote-4). However, with international aid increasingly stretched and rising inflation augmenting operating costs, it is more critical than ever that UNICEF maintains and improves cost efficiency without sacrificing quality, effectiveness, or, most importantly, equity. Therefore, UNICEF Nigeria’s Education Section is seeking an international consultant to expand on its 2023 internal process review by conducting a rigorous **cost-effectiveness analysis** for the programme’s key interventions, as outlined in the current workplan. | | | |
| **Scope of Work:**  Using financial data from the UNICEF Nigeria education programme, including expenditure from previous and ongoing grants, procurement records, local travel and DSA costs, exchange rate fluctuations, as well as focus group discussions with Education staff in field offices and Abuja and field visits to programme intervention sites, the consultant will:  produce a comprehensive report analyzing cost-per-intervention, cost-per-beneficiary and cost-per-effect ratios for UNICEF Nigeria’s education programme. The report must include the following chapters: introduction and literature review, research questions, literature-referenced methodology including data collection and analysis, results, discussion, conclusions, recommendations and references.   1. **Study background, plan, and methodology**  * Draft the first part of the analytical report, namely, introduction, literature review, research questions, and proposed literature-referenced methodology.  1. **Data collection and analysis**  * Collect the data necessary for the analysis via desk review, field visits (to at least one site per field office for each intervention) and focus group discussions with programme beneficiaries and UNICEF staff. * Analyze the data and present the results in the report, which includes: * Cost-per-beneficiary and cost-per-effect ratios, which must include a breakdown of the costs by reach (e.g., USD 5 per child reached by cash transfers), costs by output (e.g., USD 8 per child enrolled in school with support of cash transfers) and costs by outcome (e.g., USD 100 per 1 percentage point increase in enrolment) for each of UNICEF’s key interventions (e.g., capacity strengthening workshops, school-based management committee training, cash transfers, teacher professional development, foundational literacy and numeracy programmes, teaching and learning material provision, etc.). * Major cost drivers for each intervention. * Variation in cost of each intervention 1) between development and humanitarian contexts, 2) between formal and non-formal education, and 3) between urban and rural areas, where data is available. * For Teaching at the Right Level (TaRL) intervention, which consists of multiple sub-components, cost scenarios for TaRL implementation with a full package, medium-level package, and light-level package. * Ensure that each of these ratios is presented as an average per intervention, as well as a ratio specific for each state. This aims to enable UNICEF to not only share cost-effectiveness data with donors to demonstrate the potential reach, outputs and outcomes of investments, but also to conduct accurate location-specific costing when developing programme budgets. * Ensure the assumptions (e.g., scale of intervention, exchange rate, etc.) involved in the development of the ratios are made explicit so that they can be adjusted, if needed, throughout the remainder of the 2023-2027 CPD.  1. **Discussion, conclusion and recommendations**  * Draft the second part of the report, which includes results, discussion, conclusion, recommendations and reference chapters. The recommendations chapter presents specific, actionable recommendations for cost-saving strategies which ensure quality and equity are maintained (i.e., improving cost efficiency), based on evidence from other UNICEF programmes, partners and global literature. These recommendations must address how UNICEF can respond in different scenarios (e.g., Naira devaluation/inflation, provision of top-up by donors, budget shortfalls, etc.)  1. **Guidance and dissemination**  * Translate the findings into a comprehensive reference sheet (i.e., an excel database) showing location- and context-specific activity costs which UNICEF can use to develop programme budgets. The reference sheet must also translate the recommendations for cost-saving into the formulae presented (e.g., revising costing formulae where possible to eliminate extraneous costs and reduce unit costs) and outline various scenarios, including how economies of scale can be leveraged to lower costs as programmes expand (e.g., formulas for decreasing costs once certain numbers are reached). * Share the findings with Abuja and field office staff, collect feedback, and finalize the report. * Conduct a workshop with Abuja and field office staff to share and discuss the findings and provide further guidance on how to use the results. | | | |
| The consultant will be supported with an internal team from Education that will include a Review Focal Person at NCO and an Education Specialist/ Officer at each FOs. | | | |
| **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:     |  | | --- | | The consultant will conduct field visits/site observations (without direct contact), as well as brief focus group discussions with programme beneficiaries, including children, which will not exceed 1 hour per site. |     **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) | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Work Assignment Overview** | | | |
| Tasks/Milestone | Deliverables/Outputs: | Timeline | Payment (USD) |
| 1. Report part 1 and data collection instruments | * Introduction, literature review, research questions, and proposed literature-referenced methodology drafted and shared with UNICEF for feedback. * Introduction, literature review, research questions, and proposed literature-referenced methodology drafted and shared with UNICEF for feedback. | 14 June |  |
| 2. Data collection and analysis | * Relevant data sources (e.g., expenditure from previous and ongoing grants, procurement records, local travel and DSA costs, exchange rate fluctuations, and others) collated and analyzed, with records of analysis (e.g., excel calculations, or others) shared. * Interviews with all relevant Abuja and field office education staff plus focus group discussions with programme beneficiaries conducted, transcribed, coded, and initial findings documented and all records of the above shared. | 26 July |  |
| 3. Report part 2 | * Results, discussion, conclusions, recommendations and references chapters drafted based on the data analysis, shared with UNICEF for feedback. * All report sections revised according to feedback and finalized. | 23 August |  |
| 4. Translation of findings into guidance | * Comprehensive costs reference sheet (Excel database) developed with location- and context-specific activity costs to enable programme budget development, plus formulas/guidance for achieving economies of scale. * Workshop with Abuja and FO staff conducted | 13 September |  |

|  |  |
| --- | --- |
| **Minimum Qualifications required:** | **Knowledge/Expertise/Skills:** |
| Bachelors  Masters  PhD  Other    **Enter Disciplines**  Monitoring and Evaluation, Economics, International Development, Education | Required expertise/experiences   * At least five years of experiences in programme review and evaluation. * At least five years of experience in cost-effectiveness analysis and financial evaluation of programmes in the development sector. * A least three years of experiences in designing, implementing, or evaluating education programmes. * Fluency in written and spoken English.   **Other expertise/experiences**   * Working knowledge of UNICEF programmes in the education sector is an asset. * Fluency in cost-saving approaches for development programmes, as well as knowledge of education sector “best buys” is an asset. * Familiarity with donor priorities and an understanding of the education landscape, ideally in Nigeria or in other WCAR countries, is an asset. |
|  |  |
| **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: |
|  | | |
|  | | |

1. The World Bank. (2020). Population, total - Nigeria. Retrieved from https://data.worldbank.org/indicator/SP.POP.TOTL?locations=NG [↑](#footnote-ref-2)
2. UNICEF. (2017). *Generation 2030 Africa 2.0. Prioritizing investments in children to reap the demographic dividend.* New York: UNICEF. [↑](#footnote-ref-3)
3. See <https://www.unicef.org/media/149926/file/2024-HAC-Nigeria.pdf> [↑](#footnote-ref-4)